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CARRERA DE LENGUA Y LITERATURA INGLESA

**LARGE CLASSES AND THEIR EFFECTS ON THE ENGLISH TEACHING –
LEARNING PROCESS OF TENTH GRADERS AT “TÉCNICO SALESIANO”
HIGH SCHOOL**

Tesis previa a la obtención del Título de
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RESUMEN

El propósito de esta revisión bibliográfica fue el de recabar la mayor cantidad de actividades propuestas por autores cuyas investigaciones se basan en clases numerosas. De acuerdo a las actividades propuestas, se elaboró un folleto tanto para el profesor como para el alumno. El folleto mencionado lleva una planificación estructurada en base a los métodos “Content – Based English” y “Communicative Language Learning”. Los temas para la elaboración de dicho folleto fueron tomados del libro “Uncover 2”, el cual, es utilizado por los estudiantes de los décimos cursos del colegio “Técnico Salesiano”. De la misma manera, las planificaciones antes mencionadas fueron tomadas del formato utilizado en dicho colegio. Los resultados de la revisión bibliográfica muestran que la calidad de aprendizaje no es directamente proporcional a la cantidad de estudiantes por curso, sino, a la calidad de planificación por parte del maestro, al igual que su forma de dirigir y/o llevar a cabo su planificación.

Palabras clave: Clases numerosas, Content – Based English, Communicative Language Learning, planificación, actividades, estrategias.



ABSTRACT

The purpose of this literature review was to gather as many activities and strategies as possible, proposed by authors whose research activities are based on large classes. According to the proposed activities, a booklet for both teacher and student was developed. The booklet mentioned carries out a structured planning based on "Content - Based English" and "Communicative Language Learning" methods. The topics for the preparation of this booklet were taken from the book "Uncover 2", which is used by tenth graders at "Técnico Salesiano" high school. Similarly, the structured planning was taken from the format used in that high school. The results of the literature review show that the quality of learning is not "directly proportional" to the number of students per course, but the quality of the teacher's planning, and the way he carries out his planning.

Key words: Large Classes, Content – Based English, Communicative Language Learning, Planning, Activities, Strategies.



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JANNETH AND MAURICIO



DEDICATION

To my husband Mauricio who has always been my support and who has helped me to get here. To my son Andrés. Perhaps you do not even understand my words, but I want you to know that you changed my life in the best way. You have taught me what unconditionally love is and you have given me one more reason to wake up every morning.

You two are my reason to do everything I do. I love you both.

JANNETH

I want to dedicate this achievement to my wife Janneth and my son Andrés that have become the mainstay of my life. They have given me the joy and satisfaction of knowing that love exists in every action, every word of encouragement they give me every day. Also, I want to dedicate this work to my parents Rosa and Manuel because they made this all possible. Finally, I dedicate this effort to my sister Diana who taught me that we can fully live while having little time to do it.

In memory of my beloved sister Diana. I love you.

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INTRODUCTION

Education is one of the fundamental bases in building a society. And teaching English as a Foreign Language gives that society a standard way to communicate throughout the globalized world. Thus, teaching English as a Foreign Language opens doors to globalization, which is, undoubtedly, essential for this world. Such education requires the teacher to adapt to any work environment and somehow, change teaching – learning strategies according to each environment. In Ecuador's education, the teacher has to adapt to classes which many times exceed 40 students per class.

In Ecuador, most private and public schools exceed 40 students per course. This is the case of the “Técnico Salesiano” high school which covers an average of 35-45 students per class. Then, according to the authors' experience by making the pre-professional practices in the high school mentioned and by sharing experiences with teachers who work there, it is hypothesized that it is more difficult to teach a large class than a small class. So: how does planning help to enrich the teaching - learning process in large classes? Are there different activities to deal with large classes?

One of the biggest obstacles for teachers of English as a Foreign Language is to deal with large classes. And, it turns even more difficult if the educational curriculum implies that English students should be handled according to the "Communicative Language Learning" method. So, English teachers must plan differently according to the method and the number of students per classroom. As a result, planning is fundamental to make the



English teaching – learning process effective and efficient when teaching to large classes.

According to the literature review, many authors reveal that to deal with English large classes there are many other activities and strategies. These activities allow students of English as a Foreign Language participate actively using a real language, closely linked with the methods proposed by the Ecuadorian curriculum.

Finally, the authors propose to make a booklet, for both teachers and students, containing the best activities and strategies gathered in a deep literature review. Moreover, they propose to do at least 10 daily lesson plans with a suitable itinerary for working with large classes.

Thus the following guide or booklet does not solve all the problems that an English teacher faces in large classes. But, the booklet indeed contains activities, strategies, and some practical tips for dealing with large classes.



CHAPTER I

THE PROBLEM

1. Topic

Large Classes and their Effects on the English teaching-learning Process of Tenth Graders at “Técnico Salesiano” High School.

1.1. Background and Justification

According to Darwin Salazar, the English coordinator at “Técnico Salesiano” high school, indeed, teachers need different activities to deal with large diverse classes. Therefore, based on the authors experience in teaching to tenth graders at Técnico Salesiano high school when doing the pre-professional practices, the authors see the need for creating a planning guide. It will contain 10 lesson plans with activities gathered from a deep literature review with different authors around the world directed to Teaching English as a Foreign Language.

According to Woollacott, Booth, & Cameron (2013) “The problem... is the difficulty of knowing students in large diverse classes in pedagogically useful ways”. In this case, Darwin Salazar Ojeda, English coordinator at Técnico Salesiano High School, mentions that when teaching large classes, teachers have to plan their classes in a better way to teach in pedagogically useful ways. Técnico Salesiano High School has got 40 to 45 students per classroom which, according to Salazar, is considered a large class. The problem, therefore, is that teachers have to look for the right activities to deal with large diverse classes.



So, why do the authors choose tenth graders to work with? According to Salazar, the transition between tenth to eleven grades happens at the same time students suffer towards adolescence; so, they need more suitable activities according to their needs within a large class.

In consequence, the authors will choose the best strategies and activities gathered from the literature review with the topics given by the “Técnico Salesiano” English curriculum to teach to tenth graders.

1.2. Problem Statement

“Técnico Salesiano” teachers, indeed, deal with crowded classes which, according to Hornsby, Osman, & De Matos – A la (2013), “...necessitate not only significant conceptual and material support but special attention and support to be given to those who teach such classes. Thus, a focusing argument ... locates the complexities of large class teaching in increasingly diverse classroom environments requiring directed attention not only to the design of the curriculum and instruction but in addition, to a greater emphasis on collaborative and participative learning and assessment...” (as cited in Maringe and Sing, 2014). For this reason, the following study will find the most useful activities for dealing with large diverse classes. Those activities will help both teachers and students; to teachers to teach in pedagogical and useful ways, and to the students to achieve the English knowledge they need.

2. Objectives

2.1. General Objective



- To design and provide a planning guide with ten lesson plans containing the more suitable strategies and activities to deal with large classes in order to improve the teaching-learning process of tenth graders at Técnico Salesiano High School.

2.2. Specific Objectives

- To find useful strategies and activities in order to improve learning through a literature review of previous studies about Teaching English as a Foreign Language directed to large classes.
- To choose the best strategies and activities researched from the literature review in order to elaborate an efficient planning guide.
- To create two booklets, a teacher's one (*see annex 6*) and a student's one (*see annex 7*), containing 10 lesson plans directed to tenth graders according to the topics given by the "Técnico Salesiano" English curriculum.



CHAPTER II

THEORETHICAL FRAMEWORK

In the following section, for the purpose of this research, some definitions will be presented. The next literature review will be of great significance for the accomplishment of our research **“Large Classes and their Effects on the English teaching-learning Process of Tenth Graders at ‘Técnico Salesiano’ High School”**. It will include some information related to: dealing with a large class, improving its classroom atmosphere, and the strategies used for achieving both purposes.

3. Pedagogical Basis

3.1. Communicative Language Teaching (CLT)

The Ecuadorian Ministry of Education has emphasized the importance of teaching English as a Foreign Language for understanding not only the grammar rules but also the boundaries towards the real use of the language (Ureña, 2014). As a result, the cultural, geographical, and sociolinguistic interaction goes beyond than knowing the correct use of the grammar rules (Ureña, 2014). Consequently, the use of Communicative Language approach in the Ecuadorian curriculum.

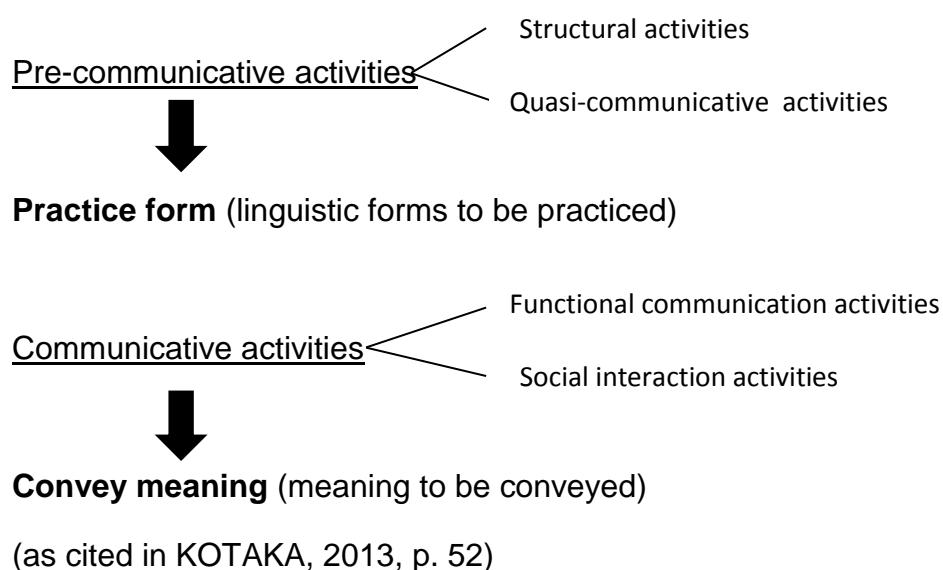
What is the Communicative Language Approach (CLA)? The Peace Corps volunteers said that, “In a Communicative Approach, learners are encouraged to demonstrate their ability to greet someone, complain, talk about recent events, plan, invite, apologize, order a meal in a restaurant,

read a train schedule, express their feelings, give instructions, write letters to the newspapers” (Peace Corps, 1992).

In addition, the CLA invites both teachers and students to use the language functions to interact to each other in real situations, creating the need to communicate with people in real situations. That is to say, teachers may use the right strategies to create a real communicative atmosphere inside a classroom in which the students interact proactively in the real world.

According to Littlewood, the next methodological framework of CLA shows how this approach will work in a classroom:

Chart 1. *The methodological framework of CLT.*



3.2. Content – Based English (CB)

Snow states that “Content, in this interpretation, is the use of subject matter for second foreign language purposes. Subject matter may consist of topics or themes based on students interest or needs in



an adult EFL setting, or it may be very specific, such as the subjects that students are currently studying in their elementary classes” (as cited in Bedoya, 2012, p. 22).

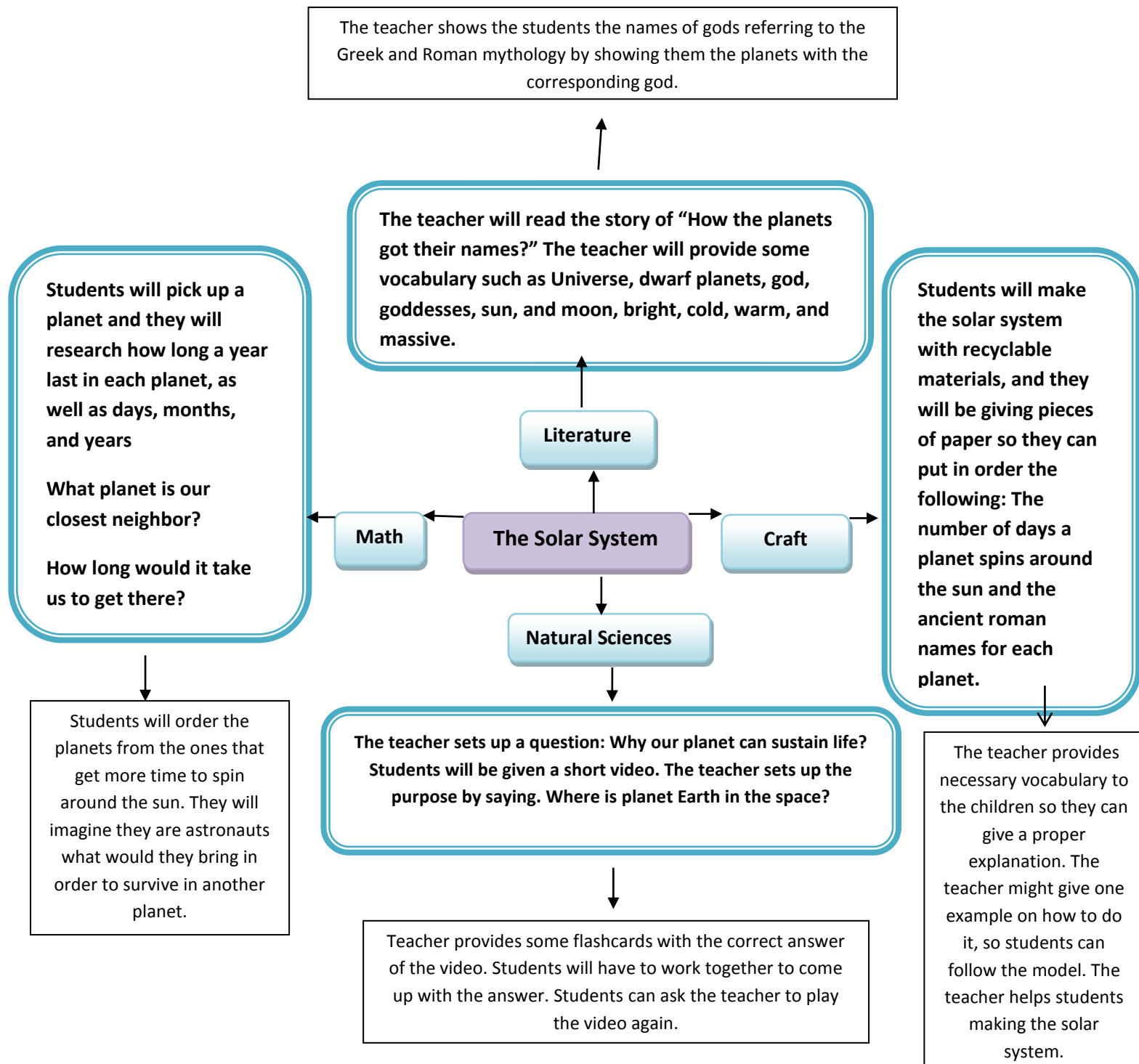
Thus, this approach fosters the language use inside a classroom combined with other subjects’ interests and needs. In addition, CB English views, according to Stoller, “language as a medium for learning content and content as a resource for learning and improving language” (as cited in Pessoa, Hendry, Donato, Tucker, & Lee, 2007, p. 103).

When using this approach is important to take into consideration other subjects so that English is used to communicate the knowledge of other subjects to the students. In this respect, students use the language as a way to reinforce the other subjects while at the same time they improve their language skills.

To show how the method works, the authors of this project have designed two lesson plans about the “Solar System” (see *annex 1*).

And, the next chart shows how the CB method combines and relates the topic with the following subjects: Literature, Math, Natural Sciences and Craft.

Chart 2. Content – Based English planning.





4. Fundamental Definitions

4.1. What is a Large Class?

There is not accepted definition for a large class. Actually, Hayes says “there is no quantitative definition of what constitutes a large class” (as cited in Qiang and Ning, 2011, p. 1). Coleman states that “In some private language schools a class with 20 students may be perceived large; in Lancaster University project, an average number of the large class is around 50, while in other countries like China, large class generally refers to that of holding 50-100 students or more”(as cited in Qiang and Ning, 2011, p. 1). For the purpose of this study, the researchers will define “large class” as one which has 40 or more students. However, Maringe and Sing (2014) say, “Large class size is thus not just an issue of numbers, but is an issue of the complexities and challenges associated with delivering both equality and quality learning opportunities for all students” (p. 763). Cuseo states, “there does not seem to be any evidence which suggests an optimum class size for effective... learning, but there is evidence which suggests diminishing returns in terms of opportunities to learn as class sizes increase” (as cited in Maringe and Sing, p. 763).

From 2011, the Ecuadorian Ministry of Education has established an obligation to keep 36 students per class. And, this education arrangement started with elementary Ecuadorian students (“Sólo 36 alumnos”, 2011) In Técnico Salesiano high school, 40 students are allowed in each class which teachers perceive as large due to the fact that it is difficult to work with the whole class at the time. It is easy for the



teacher to lose control over a group of students because, in a large class, students easily lose attention and, in consequence, fall in misbehavior. However, the main problem, according to the director of the English Area of this high school, is grading; especially in testing period when teachers have to grade 4 sheets per student. Since lessons and exams are meant to be individual, it results very hard for them to ease their job which may result in tired and frustrated teachers.

4.2. Challenging Opportunities

Teaching large classes could be challenging, but now think about teaching large English classes where students are practically obligated to go. In addition, usually, students take English classes because they have to and not because they want to. Then, they see the English class as a requirement for passing grade. Thus, students typically get poor predisposition to the English class and, of course, the English teacher (UNESCO, 2006).

As a result, poor students' predisposition makes the teaching English process even more challenging for teachers (UNESCO, 2006). In a study directed to 800 students Wulff, Nyquist, & Abbott (1987) found that "students from large classes reported that: they frequently lost attention; more easily became distracted; were less motivated because of the impersonal nature of class and lack of individual accountability" (as cited in Maringe and Sing, 2014, p. 770). Thence, the students' English language achievement and performance within a large class will be poor. They may not act nor speak in English, and for that reason, the planning



will be towards a better performance, not the teacher's but the students' performance in English.

However, teaching large classes has its positive side, and it can even offer many opportunities for teachers. The UNESCO (2006) says that in a large class, teachers "have the opportunity to improve their organizational and managerial skills as they work to creatively organize their classroom into a comfortable, welcoming learning environment and to manage the many students within it" (p. 2).

In contrast to what Wulff et al. found, the UNESCO (2006) establishes that teaching large classes offers the opportunity to improve interpersonal skills as teachers try different ways to get to know each student as an individual. And, they will also equally enjoy getting to know the teacher. The UNESCO says that "the value of a large class is that it contains a diversity of students and learning styles and the teacher can use many different, active, and fun ways of teaching" (p. 2).

5. Learning Environment in Large Classes

5.1. Classroom Environment

A classroom environment constitutes all the physical and psychological elements within it (Hannah, 2013). According to Hannah (2013), "There are physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room. Subsequently, each of these can impact a student's focus and achievement in the class" (p. 1).



Teaching English to a small and a large class may seem similar, but the environment, according to the class size, may make the difference. The environment the teacher creates towards a small or a large class may affect the way students acquire the language (UNESCO, 2006; Hannah, 2013). Teaching in a large class can increase the possibilities for the students to interact to one another, and thus, the acquisition of the ability to speak and interact in English (Rohin, 2013).

Creating a good classroom environment may be the first step to consider when teaching to large classes (Allen and Hessick, 2011). Creating the correct physical (seating arrangement, wall art, resources, etc.) and a good psycho-social environment in which the students can interact to each other by building up a teaching community may help start teaching to large classes. As the UNESCO (2006) states, “Your ability to create well-managed physical and psycho-social environments can make the difference between a calm and functioning classroom and a classroom in chaos” (p. 5).

Creating the perfect classroom environment could be very difficult when working with large classes; however, it is the teacher’s job to get it since it can interfere in the students’ attention, interaction and, of course, the way they learn. Knowing from the beginning how the students are going to be placed, and how they are going to work could be a good point to start.

When thinking about the ideal classroom, the first thought that comes to our minds is a classroom full of useful materials used in English



classes. The authors might even think about a classroom exclusively used for English class. However, when talking about Ecuadorian schools, it can be seen that our reality differs a lot. In Ecuador, students have one single classroom for all the subjects, and it may be a problem when teachers want to organize it in a way that students get involved and motivated with the language. In some cases, students even share classroom with other students of other classes and courses. In Técnico Salesiano high school, for example, students share the classrooms with other classes because they have got double shift. In this case it can be a waste of time trying to adequate the classroom at the beginning of the class every time the teacher arrives.

On the other hand, the classrooms in “Técnico Salesiano” are good equipped technologically. They have a projector which allows the teachers to work with multimedia material, and also, a sound system very useful for working with audios.

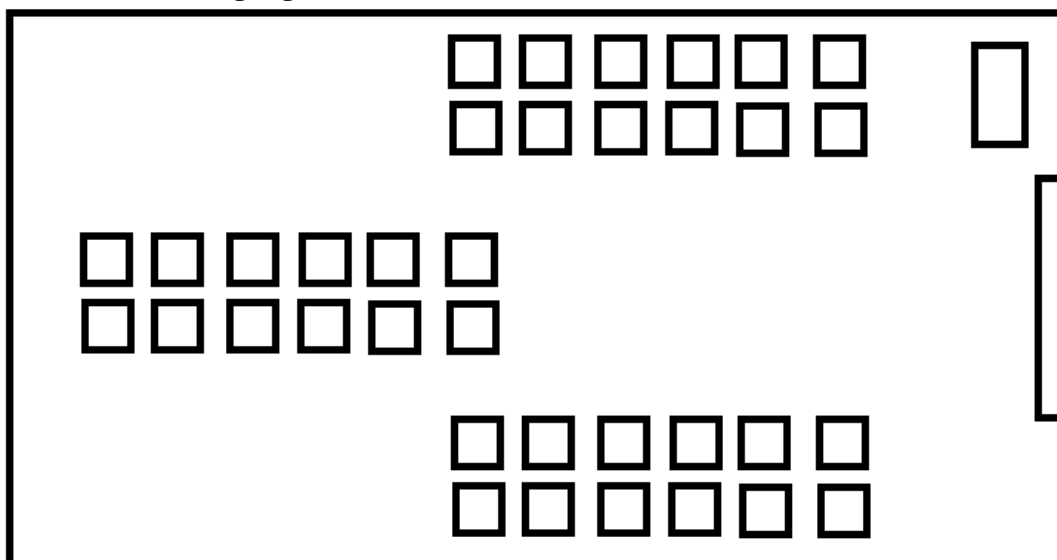
For this reason, the teacher needs to be very careful when planning his classes. He has to know how to take advantage of all these resources; and then, how to organize the students so that he can manage them all by creating a well classroom environment which makes students feel comfortable and motivated.

5.1.1. Physical Environment

The physical conditions in which the students learn is not always the ideal. Maybe, it would not be a big problem with small classes, but in a large class, the way the teacher arranges the students' seats is important. Working with a comfortable seating arrangement for both, teacher and students, may make the teacher's job easier. Also, it may encourage the students participate actively in class (Hannah, 2013).

Knowing how to arrange the seats effectively may affect the way students learn and interact within a crowded class (Hannah, 2013). Therefore, the seating arrangement for maximizing the space inside a large class may be the following one:

Chart 3. *Arranging the desks*



(Scott and Ytreberg, 1991).

This kind of seating arrangement is useful to work in pairs or in groups of four. And, it may allow an easier teaching since the teacher



has the needed space in the middle of the class. Therefore, it facilitates the contact with the whole class (Scott and Ytreberg, 1991).

Furthermore, for working with large classes, the teacher needs to be in constant movement along the class (Rohin, 2013). For that reason, this seating arrangement facilitates movement for teacher and students. The teacher can easily approach to students when he wants to work individually, and students can easily exit the classroom if necessary. Also, the space in the middle of the classroom may be very useful when the teacher needs to work with role plays, games, or act out dialogues (Scott and Ytreberg, 1991).

5.1.2. Psycho-Social Environment

According to Hansen et al. (2015), "...psychosocial working environment is about human-to-human relationships and interactions in the work situation" (Clarification of the concept of PWE, theoretical background and inspection practice section, para. 1).

In fact, the psycho-social environment does need the students to work as a community inside a class. But, this environment needs the students to be organized according to the content the teacher is teaching them, as well. The Ecuadorian curriculum wants the students to speak to one another in English to increase their knowledge about the language (Ureña, 2014). Therefore, the teachers need to look for strategies which go according to these requirements.



One of the most used strategies is the Communicative Language Approach which invites the students to interact with each other in a foreign language. This strategy creates the needed psycho-social environment for the interaction between students (Ureña, 2014).

But, how can the teacher create a psycho-social environment in a large class?

Offering a friendly environment to students is essential in teaching. When talking about large classes, it is a need. The environment, in which the class is held, helps the students to get involved and feel free to participate. To do so, teacher needs to show interest in students and build a good relationship which serves as motivation for his students to learn.

The first step would be to establish clear rules. Therefore, students know that the teacher is not only a friend but also an authority; and, in this way build a respectful friendship from the first day. And, with large classes, it may be difficult to have control over the whole class. For that reason, having a group of students helping you managing the class and making the rules be obeyed would be a good chance to establish a good psycho-social environment (UNESCO, 2006).

With large classes, it is a good idea to let them express their feelings and ideas with the class from the beginning so that students feel comfortable by giving their opinion later on. The teacher needs to make the class feel small by getting closer to students when they ask



a question. For example, providing more individualized feedback and, in this way, making the students feel they are part of the class.

Another good idea is to move around the whole class going from back to the front, from one side to the other, so the teacher shows the students his/her interest about their learning. Also, it is important for the teacher to make his students understand they are important for him. In addition, a good idea is to try to memorize the students' names in order to encourage them to participate in class (UNESCO, 2006).

Having students helping in the class would be a good chance to make them part of it. Teacher may choose two or three students per day to help him during class with any demonstration. It may be difficult for the teacher to have a personalized interaction with students in a large class but, it is important to find the way in order to be available for the students during and after class in case someone needs help or simply someone to talk to.

6. Teaching Effectively in English Large Classes

6.1. Active Learning Strategies

Active learning strategies contain a large variety of activities which help the students enhance their critical thinking skills. According to Bonway and Eison, these activities may make the students work creatively by “involving students in doing things and thinking about the



things they are doing” (as cited in Eison, 2010, what are active learning instructional strategies? section, para. 1).

Students in a large class need these strategies to develop a sense of reflection upon the learning process, sense of working cooperatively in small groups or in the entire class, sense of expressing their values and thoughts through writing or speaking activities, and sense of exploring themselves in a community (Eison, 2010).

As stated before, the psycho-social environment in a large class needs active learning strategies to enhance the sense of communication between students as a community as it is a large class. As a result, Frederick assures the importance of active learning in “...improving student learning, increasing retention and application, as well as promoting continuous learning” (as cited in the UNESCO, 2006, p. 32).

6.1.1. In-Class Exercises

In the following section, the authors will list some useful activities and techniques related to the Communicative Language approach and the Content-based English since these are the methods in which this research is based on.

6.1.1.1. Problem Posing

The problem posing strategy was proposed by Elsa Roberts Auerbach and Nina Wallerstein based on Paulo Freire’s thought. Freire believes that it is important for students to develop their critical thinking skills. According to Auerbach and Wallerstein,



when developing students' critical thinking, the teacher helps them to "take action, make decisions, and gain control of their lives". Additionally, they also state that to succeed using this method, the English lesson should be based on students' needs (as cited in Peace Corps, 1992)

Steps for problem posing

First, the teacher needs to present a problem. It can be through a reading, a picture or a dialogue; and the solution shouldn't be mentioned.

Then, in order to help students solve the problem, the teacher presents the following procedure:

- "Describe the situation
- Identify the problem
- Relate the problem to the student experience
- Analyze the underlying reason and/or causes for the problem
- Look for a solution to the problem posed" (Peace Corps, 1992)

6.1.1.2. Scrambled Sentences

In this activity students have to put the passage given by the teacher in the correct order. And, this teaches them the cohesion and coherence of the language. Also, the teacher can use dialogues, or he can ask students to put it in order every



sentence of the dialogue. Another option is to use pictures. So, the students can put them in order so that they become a story, and also they can be accompanied by short lines (Larsen – Freeman and Anderson, 2011, p. 166).

6.1.1.3. Language Games

Games are very useful in communicative language teaching since they have the three features of communication: information gap, choice, and feedback. Games are also a mean for students to communicate without pressure, to enjoy and to use the language in a meaningful way (Larsen – Freeman and Anderson, 2011, p. 167).

According to Cook (2013) on his blog “Monkey Abroad”, many ESL games are used to teach English to Large Classes in Thailand. He works there, and he has posted some useful games for teaching English to large classes.

The following ESL/EFL games were posted by Cook. The authors took a few of them to demonstrate how games can be played in a classroom.

Hot Seat

- Break the class into 2 teams.
- Place a chair next to the board, facing the class as it is the “hot seat”.



- Set a timer between 30 seconds to 1 minute.
- Students from each team rotate turns sitting on the “hot seat”.
- Write a vocabulary word behind the student so that he cannot see.
- The team of the student seated on the “hot seat” has to give him some clues about the word written on the whiteboard in order for him to elicit the word written.
- The student seated has 30s to 1 min. to guess the word.
- Both teams can only speak English. If they speak their native tongue, erase a point from their score (adapted from Cook, 2013).

Word Relay

- Break the class into 2 teams, and ask to one member of each team to come to the front
- Divide the whiteboard in two, and write a word related to computers and communication on each side.
- Ask the first student to write a word that begins with the last letter of the previous word. For example: cellphonee, earphonee, emaill ... until every student from a particular team has written a word.
- Tell them that the group who finishes first, wins (adapted from Cook, 2013).

Charades

- Break the class into 2 teams.
- Give each team some pieces of paper.
- Let each team write down some ideas for the opposing team to act out. The students could write some hard clues to elicit the



words given. The majority of the words written down must be related to household appliances.

- Each team must have a hat with a bunch of vocabulary words or clues of them.
- The students have to place the hat in front of the opposing team.
- A player from the starting team should stand up, take a piece of paper from the hat, and **perform / act out / mime** the vocabulary word. The team has 30 seconds to elicit the word acted out by their teammate.
- If the group elicits the word correctly, it earns a point.
- After the students have guessed the word, the next team starts (adapted from Cook, 2013).

Bragging Rights (advanced)

- Demonstrate a dialogue to the class on bragging. This game is great for teaching the present perfect verb tense.
- A: I've played football with Lionel Messi. B: So what? I've played football with Cristiano Ronaldo. A: So what? I taught Ronaldo how to play football!
- After the demonstration, break the class into 2 teams.
- Give the teams a topic to prepare bragging rights (sports, money, celebrities, talents, etc.).
- Have one student from each team come to the front of class to list their bragging rights.
- Encourage outlandish ideas and exaggeration.



- The student with the funniest, most creative boasts earns a point for their team (adapted from Cook, 2013).

Picture Strip Story

This activity consists in showing a picture to students in order for them to predict what the next picture is going to be about.

This activity helps students share their predictions and receive feedback since they can compare the picture with what they predict (Larsen – Freeman and Anderson, 2011, p. 167).

Role-play

Using role-plays is a good opportunity for students to use the language in a very communicative form because they are put in different contexts and different roles. What is important in role-plays is the dialogue. They can be given by the teacher so that students just need to memorize them or the teacher can give them the situation and the role but students have to determine what to say. This last option, of course, is the best for CLT because the language is unpredictable since students have to create their dialogues according to what the other persons says (Larsen – Freeman and Anderson, 2011, p. 167).

Dictogloss

Dictogloss is an activity in which the teacher dictates a short text or story. And, the students have to note down only key words



which are then used as a base for reconstruction (Popovic, 2011).
It works with many short texts/passages.

Students listen twice to a reading. The first time students look for the main idea and in the second time they look for details. Then, in groups students try to put together the whole passage in the correct order. Finally, the passages are read with the whole class in order to receive feedback (Popovic, 2011).

The following procedure shows how the Dictogloss activity works:

- “Tell your students that they are going to do a special kind of dictation. Tell them not to write down every word they hear. Ask them to put down the key words which will help them to reconstruct the text.
- Read the text twice with a pause between each reading. Allow the students some time to write down the key words.
- Put the students in groups of three and tell them to try to recreate the text from memory. Point out that their text does not need to be exactly the same as the original. It has to make sense and convey the general idea of the original, though. However, let them know that the creativity on their part is more than welcome” (Popovic, 2011).

6.1.1.4. Graphic Organizers



Graphic organizers are useful for students to manage the information they receive. So, they can organize and connect information in a way that they can remember it when needed. And also, this technique will help students when they need to summarize or read academic texts (McKnight, n.d.; Peace Corps, 1992).

Since the majority of them are meant to be worked in groups or pairs, these activities result meaningful to be used in large classes. By using some of these activities, teacher-student relationship may be positively influenced. Additionally, the students can get peer feedback from classmates; and the most important, they can share their thoughts and feelings using the language in a real context.

Other recommended ways to help students in large classes to use the language in a communicative way could be the following:

- “Oral summaries of the previous class
- Ask students what they understood
- Ungraded questionnaires to evaluate understanding
- Questions related to the topic written by the students
- Relating the content of the lesson with students’ real life by using the problem posing strategy” (Pèace Corps, 1992).

6.1.2. Group Exercises and Cooperative Learning



The English teaching – learning process requires both students and teachers working in harmony. And the Communicative Approach needs their participants to act out together. Likewise, Cooperative learning is a communicative approach which invites students to handle the learning process as a united group; as a result, they will develop better interpersonal skills, and they will practice English as a Foreign Language in real situations (Peace Corps, 1992).

The majority of teachers, in Cuenca, teach English as a Foreign Language to large classes making group work. Consequently, the students work together to socialize their thoughts and to practice their language skills (Argudo and Avendaño, 2013). According to Argudo and Avendaño (2013), in large classes, the best strategy to work with a cooperative learning approach is to begin with “pair work” to introduce them to “group work”. They advise that the teacher should organize his classroom from the arrangement, as seen before, to the right activities.

In the following section, a list of activities centered in group work, for teaching English to large classes, and to create a cooperative large class is presented. These activities have been compiled by the authors of this work.

Information Gap Activities

A Peace Corps (1992) study about teaching English as a Foreign language directed to large classes clarifies the concept of



Information Gap Activities, “These activities, which include jigsaws, problem solving, and simulations, are set up, so each student (in a class, or more generally, in a group) has one or two pieces of information needed to solve the puzzle, but not all the necessary information” (p. 103).

The purpose of these activities is to get the students to interact with each other to accomplish a communicative task. That is to say, a student is given incomplete information which has to fill by using his/her language skills. By asking the group work, the student has to find the needed information to complete the task. Thus, students practice their oral/aural skills to solve a puzzle or problem by working as a group (Peace Corps, 1992).

Numbered Heads Together

This activity is similar to information gap one. It invites both teacher and students to work in group and as a group. It consists in discussing the answer to a certain question given by the teacher, but only one student will answer it. Now, the following procedure shows how this activity should be performed in order to achieve the goal:

- The teacher has to ask the students to form 4 groups of 10.
- Then, he needs to have numbered adjectives written down on little pieces of paper. .
- The teacher has to give to each member of the group a piece of paper containing the numbered adjectives.



- When the group receives the adjectives, they have to discuss about how to form comparative and superlative of the adjectives given.
- The teacher says a number, and the person, who has got that number, has to tell some sentences using the adjective as a Comparative, and then, as a Superlative.
- Only the student who has the adjective has to answer (adapted from Peace Corps, 1992).

Four Corners

This activity encourages dialogue and information sharing among students. And, it is used to form voluntary groups not according to their friendship but according to the preferences each student has got towards certain topic. It may be useful to get the students know one another by permitting them forming other group work with different people. So, the following steps would guide the teacher for performing this activity correctly:

- Give each corner of the classroom a topic.
- Assign an item to each corner of the class. For example, it may be used the following topics: TV (1), Tablet (2), Cell phone (3), and Vehicle (4).
- Tell to the class that each student has to choose one topic or corner. They may choose the topic according to the future expectations they have towards the items listed.



- Ask the students to form the groups according to the topic chosen. It is important to say that there is no limited number of students for each group (adapted from Peace Corps, 1992).

This activity can be useful as warm up to begin a class with the prior knowledge the students have got according to each topic given

Roundtable

Hari Srinivas (n.d.) posted on her blog a short definition of roundtable activity. She states that “Roundtable structures can be used to brainstorm ideas and to generate a large number of responses to a single question or a group of questions”. So, the teacher has to organize this activity with a question regarding different “right” answers.

The students have to make a group in which they have a piece of paper and a pencil to answer the question the teacher asks them.

According to Srinivas, the following steps should be followed:

- Make the students form 4 groups of 10.
- Set a timer from 1 to 2 minutes.
- Give each group a piece of paper.
- Tell the students that they have to write as many household appliances and furniture as they remember from previous classes.
- The students should take turns writing the words. The first student writes one response, and passes the paper to the left.
- Continues around group until time elapses.



- Group stops when time is called.
- The winning group will be that one which has more vocabulary words written correctly (adapted from Srinivas, n.d.).

After the task, the teacher may use the list provided to work in another task.

As a conclusion, the authors have chosen these activities because they result helpful in the purpose of this study. In addition, the classrooms in Técnico Salesiano High School are big enough to work with these activities. Students can work individually or in groups without any problem. Furthermore, teacher has the necessary equipment (projector, speakers) to work without any difficult. Also, the authors believe that these activities can be of students' interest and consequently they can get involved easily. Finally, these activities would be the best way to strength the student-student relationship as well as the teacher-student relationship.

7. Evaluating Learning and Teaching in Large Classes

7.1. Feedback

The teaching – learning performance of both teachers and students must be checked, in a period of time, to see how well the classroom participants are doing in this process. So, the students' understanding, and the teachers providing corrective information are two important momentums inside a classroom. The correctness of the



performance and understanding of both teachers and students is called feedback (Hattie and Timperley, 2007)

Therefore, the main role of feedback is to augment the correct performance of the students inside a classroom. Moreover, it helps students to develop a correct own way to study, and thus, to understand better the teaching – learning process they are part of.

In a large class, giving and receiving feedback tend to be difficult for the large amount of students. In consequence, the teacher may need to find ways to provide information about what students understood and what was meant to be understood according to the objectives of the task given (UNESCO, 2006)

7.2. Assessing Language Skills in Large Classes

Assessing or evaluating provides teachers with the information about the progress students are making in the classroom. In addition, it can show both teachers and students whether they have reached the aims of the class. Therefore, in this section, guidelines for assessing large English classes will be provided and suggestions for evaluating English Oral Skills (listening and speaking) and English Written Skills (reading and writing) will be explained (Peace Corps, 1992).

7.2.1. Assessing Oral Skills

All the assessment forms directed to students should be linked to the lessons and/or topics seen in class. In consequence, students



will feel more comfortable if they are familiar with the lessons they are assessed.

Assessing Oral Skills consists in assessing speaking and listening skills. As a result, this kind of evaluation can take various forms. For that reason, the authors have taken two types of oral assessments to describe briefly: Oral Interviews and Story Retelling.

Oral Interviews

To begin with Oral Interviews, the teacher must plan the evaluation according to the English proficiency the students have got. Then, he may focus on the familiar topics for the students to not get uncomfortable. Next, the teacher should gather four to five questions about a certain topic. And, of course, those questions may go from the ones which require a short response to those ones which require a more difficult answer (Peace Corps, 1992). The easy questions may be yes/no questions or those ones which requires short information about the student or his family. Subsequently, the more difficult ones may require an opinion or a problem/solution response.

Therefore, for the purpose of grading and assessing the students, the authors have created a rubric containing the aspects to be graded in this kind of assessment (*see annex 2*).

Story Retelling

The story retelling assessment invites students to listen, and later retell the same story with their own words. First, the teacher



chooses a story according to the level of the students. Later, he reads aloud a passage or the whole story depending on the time they dispose. Then, the students begin to tell the story according to what they heard and understood. For this purpose, the teacher must have to prepare some pictures, flashcards and objects which help students lead the task. Furthermore, the teacher may include some sophisticated content (Peace Corps, 1992).

By using the Content Based planning, the teacher may gather stories or readings about science or geographical content. Also, the authors have designed a rubric to assess correctly this oral skill (see *annex 2*).

7.2.2. Assessing Written Skills

Written skills refer to writing and reading skills. Peace Corps (1992) suggest that these skills should be assessed through reading and writing; and, in order to determine the level of the students, the Peace Corps advises to use a fill in the blank activity. This fill in the blank activity is called cloze test.

Cloze Test

The purpose of the cloze test is to identify if the students understood the meaning of the passage because if the student did so, they will be able to fill the blank. However, the teacher usually needs



to practice this technique with students before using it as a test. To prepare a cloze test, the teacher needs to choose a passage according to the students' level. Then, the teacher has to write the passage on the board. The first two lines could be complete, but in the third sentence a space every five, seven or nine words has to be left. Finally, the teacher needs to number the blanks (Peace Corps, 1992). Cloze tests are not necessarily timed.

Writing Samples

As in cloze tests, writing samples should be according to the students' proficiency level. The topics for the writing sample do not have to be about science or geography, but these could be about more personal issues such as describing a relative or a familiar place. And, when working with advanced students, the teacher may ask for opinions about any social problem (Peace Corps, 1992).

To be sure the students get involved with the task, it is important for the teacher to offer different options for students, so they will choose a topic of their interest. In this type of task, it is important to let the students know how much time they have to complete the task as well as how their work will be scored; and, the rubric containing the aspect in which they will be graded (see annex 3).

As a conclusion, the theoretical framework presented in this section helped the authors gather the most useful strategies for dealing with large



English classes and improving its classroom atmosphere. Thus, all the activities, methodologies, seating arrangements, language games, and English plans have served us to achieve the objectives presented at the beginning of this project.

CHAPTER III

ACTION PLAN

In the following section, the authors present an action plan explaining how to implement the didactic guide in a real class situation. That is to say, how to put into practice the activities, strategies and resources based on the theoretical framework reviewed along this research.

Objective

To motivate, engage and improve the teaching-learning process in large classes of tenth graders at Técnico Salesiano High School.

How

The authors will elaborate, at least, ten lesson plans which will serve as resources for the teacher/teachers who is/are teaching English to tenth graders. For instance, the teacher/teachers will have to follow the incoming steps before and after applying the lesson plans provided:

In order to achieve the main goal of this action plan, first, the teacher has to tell the students about the process they will be part of. Teacher needs to explain to the students that they will collaborate in a project about the teaching-learning process in large classes. The teacher has to explain how this project will be executed, how long it will last, who will be in charge of delivering it, and what the purpose of applying it is. Also the teacher can tell about the action plan to his/her colleagues of the area. She/he can tell them about the main goal, the



resources, and the activities he/she will use. In addition, the teacher can make them know that at the end of the action plan, he/she will share the results.

Second, the teacher needs to apply a diagnostic test (*see annex 4*) on students in order to see the English level they have got. Also, the students need to know and understand that the test to be applied in their classroom will not affect them in any aspect. That means, the students will know this test will not be graded. The teacher has to explain to the students the different instructions of the test and give an example, if required. Also, it is important for students to know the time they have to complete the test.

Third, after getting the average of the students' level provided by the diagnostic test, the teacher has to apply the lesson plans provided by the authors. It is important to mention that the teacher can make any change to the lessons if he/she thinks it is necessary. So, the teacher has to monitor how the lesson plans are working in order to make the necessary changes to adapt them to students' interests and needs, if required.

Fourth, after the 5 weeks of applying the provided lesson plans, the teacher needs to take a post diagnostic test in order to see if there have been improvements on the students' learning. Again, students have to know that the results will not affect their grades.

Fifth, the teacher has to share the results of the intervention with his/her students as well as with his/her colleagues. She/he will let them know whether the action plan has been efficient or not.



Finally, if the given didactic guide has had positive effects on the teaching-learning process, the teacher can continue using the activities and strategies proposed. In this case, the teacher will need to elaborate the lesson plans of the entire academic year taking into account the resources provided.

Who

The people in charge of applying the current guide could be all teachers teaching to tenth graders at “Técnico Salesiano” High School. However, it is important to mention that any teacher dealing with large classes can use this didactic guide.

Time Required

This action plan will last approximately 5 weeks. Those five weeks will be divided into 20 hours, 4 hours per week, according to the English schedule provided by “Técnico Salesiano” High School.

PILOT BOOKLET STUDY

Before writing the final paper, the authors conducted a pilot booklet study to know the students and teachers' opinions and recommendations about both booklets. This study was directed to English teachers of tenth graders at "Técnico Salesiano" high school, as well as, their students. This study allowed the authors to change and/or add some suggestions made by them.

Now, the process carried out for this study to obtain the teachers' opinions and suggestions are described here:

First, the authors gave the teacher booklet to two English teachers. Then, these teachers analyzed the activities implemented and their respective instructions included in the booklet. Finally, they made the following suggestions:

- One teacher said, "The instructions for the activities have to be clearer" (Diana Otavalo)
- The English coordinator stated that "The student booklet has to have more images so that it can be more motivating" (Darwin Salazar)

After that, we met with three of the best students of the tenth grade. We asked them to read and analyze the student booklet. They took one week to determine weaknesses and strengths. Finally, they sent us an email with a report (see *Annex 5*) about the booklet containing some recommendations and opinions about it.

Their opinions were the following ones:



- Juan Reinoso and Daniela Acaro said, “Some images are confusing because they do not refer to the topic nor they have sense”.
- “Some images do not have a high quality or high definition” (Juan Reinoso).
- One student expressed: “For me, it is really interesting to interact with the class by means of games. It will make learning easier. These games are really innovative in contrast with other English books” (Juan Reinoso).
- Other students affirmed: “It is awesome all the exceptions and special cases above each grammar chart. All of them are according to the topic being studied” (Andrew Torres and Juan Reinoso).
- Juan Reinoso also stated, “I would like you to incorporate the “In Sync” grammar charts because besides showing the special cases, they presented the structure of the sentences being studied”. This student was talking about a book, “In Sync”, they used to use.
- “I do not agree with the lack of exercises and examples presented. There are a few of them” (Juan Reinoso).
- “It is really good to try to teach English taking some elements of our native country” (Juan Reinoso).
- “The objectives and dialogues in each lesson look correct” (Juan Reinoso, Andrew Torres, and Daniela Acaro).

Finally, according to the suggestions made by the students, we consider the importance of changing some of the mentioned aspects. We think it is really important to take into account the opinions of the students since they are the most important elements in this study and in the instructional process in



general. Moreover, these students' thoughts are especially important because they are part of the community in which we are interested, in this case, the Técnico Salesiano High School.





CHAPTER IV

CONCLUSIONS AND REFLECTIONS

Dealing with large amount of students in an EFL class has always been a problem for English teachers. Many studies found that teaching English to large classes shows some disadvantages regarding learning and teaching efficiency. On the other hand, other studies show that large classes contain a large amount of opportunities to develop the innovative side of English teachers to deal with it. And, considering both opinions, we have emphasized some factors that can be useful to work up an ideal environment to teach English to large classes in an efficient way. According to the literature review, we have found three aspects that can be highlighted: the importance of the method used, the fundamental role of planning, and the activities used based on the features of a large class.

Working with large classes requires a method in which all students can learn effectively. Since the Ecuadorian curriculum demands on students to speak English in a certain level, we think that the best way to teach to large classes is through a communicative method. By using a communicative method, the teacher can achieve his goal with all the students easier. The Communicative Language Approach offers both teacher and students the opportunity to use the language as a tool for communication. By learning with this method, students have the chance to use the language in real situations when needed.



Another important aspect to consider for working efficiently with large classes is planning. A good planning assures: well time managed classes; the correct use of the communicative approach, and of course, a good teacher and student performance during class. We think that teachers must consider planning the key to teach English, and must take the time to do it as it requires. Good planning can also result helpful for teacher to deliver his class, doing his job easier and avoiding stressed teachers.

Practicing is an important part when learning a language. For students, practicing gives them the opportunity to reinforce their learning and to realize how well their understanding towards certain topics is. In order to help students, it is important for the teacher to choose the correct activities, considering aspects such as: the level of the language used in the activities, the environment in which the activity takes place, and the instructions used by the teacher. It should be mentioned that the activities used with large classes should be focused according to the number of students. That is to say, the teacher needs activities in which he can easily manage large groups of students.

Finally, teaching English can result difficult at “Técnico Salesiano” High School because of the number of students. But, as said before, the effectiveness of the teacher – learning process does not depend on the number of students per class; but, it depends on how the teacher manages his class. We think and hope that the activities gathered in this project, the planning made by the authors, and the booklets designed, especially for this institution, can result helpful for both teachers and students.



We, as students and teachers, recommend using these strategies and activities; but we emphasize the fact that a teacher should be innovative. Teachers do not have to think about the amount of students or the ideal class size, but what they have to do is to think about the way they make that class seem small. A good teacher reflects about the way he is teaching, the time he spends in planning a lesson, the activities which make his students feel comfortable, and the way he can innovate his class.

This booklet contains strategies to face some of the problems a large class size can have, but not all of them. This is not a guide for telling teachers how to teach a class because every teacher has his own method to do it; it is a guide to help them begin to take another point of view and compare. It is a guide to help teachers realize that they can find many other methods to face an English large class by being a reader and a researcher.

REFLECTIONS

According to the Ecuadorian reality, many schools and institutions have got an average of 30 to 40 students per class. This is the reality of Ecuadorian teachers who have some problems when teaching in certain conditions. That is the case of English teachers which need other resources to deal with large classes. So, we notice that, whilst we were doing our literature review, we reflected about some essential factors that changed our point of view according to the teaching – learning process in general.

First, this project helps us figure out the way EFL classrooms are changing according to each new method. That is how we reflected about the



importance of creating real communicative situations inside a class. We realize that to get a Foreign Language it is necessary and mandatory being in contact with the language all the time. And, in a large class, it is really important to create for each student the need to use the English language, and the communicative approach helps us to do it.

Second, we set the importance of a thorough planning. In consequence, we have to dedicate not only a couple of minutes doing it but also hours and hours of good planning. This is the case of large English classes which necessitate to be planned from the physical environment to the psycho – social environment. This kind of thorough planning will help us plan better our classes, especially if our classes are bigger.

Third, to be a good planner, we need the right activities to deal with large classes. That is to say, we need to gather the right activities according to the class, the amount of students, the resources we have, and the diversity of our classes. This feature will help us as teachers to choose better our activities needed in each situation and environments of the class.

Four, we could learn that there is not just difficulties in large classes; there is a lack of planning. Sometimes, a class with 20 students may turn difficult to teach; and, a class with 40 or more students may seem small with the right planning. We, as teachers, do not need to give up because of the problems a large class may have. Otherwise, we have to be innovative, persistent, and a good researcher to make a large class seem small.

As a conclusion, the capacity to create the need for the students to communicate in an EFL large class, the responsibility we as teachers have to



plan better our classes according to the class environment, the ability to choose the right activities for dealing with English large classes, and the knowledge – how makes large classes seem small- will help us improve our teaching skills and grow as professionals. And, all of these factors will help our students improve their interpersonal and English communicative skills, as well.



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ANNEXES



ANNEX 1: The Solar System Lesson Plans

Nivel: 10th Graders	ESPECIALIDAD: INGLES	ÁREA: LENGUA EXTRANJERA	Año LECTIVO 2015-2016
ASIGNATURA: INGLES		GRUPOS:	
DOCENTES: JANNETH CABRERA, MAURICIO LOMBAIDA			
EJE TRANSVERSAL: MEDIO AMBIENTE Y EDUCACIÓN PARA LA DEMOCRACIA			
EJE CURRICULAR INTEGRADOR:		<ul style="list-style-type: none"> EJES DE APRENDIZAJE: WRITING, READING, LISTENING AND SPEAKING 	
BLOQUE CURRICULAR : 2 WHAT ARE YOU DOING?			TAREA DE APRENDIZAJE No.
<p>DESTREZA CON CRITERIO DE DESEMPEÑO: Design a poster that shows the vastness of the solar system, by comparing one planet to another, the earth to the sun, the sun to other stars, etc. Use numerical statistics by investigating the size, distance, and weight of the planets.</p>			
<p>OBJETIVOS EDUCATIVOS ESPECÍFICOS: AT THE END OF THE CLASS STUDENTS WILL BE ABLE TO:</p> <p>DESIGN A POSTER ABOUT THE SOLAR SYSTEM.</p> <p>USE NUMERICAL STATISTICS.</p>			<p>NRO. PERÍODOS: 2</p>

ACTIVIDADES DE APRENDIZAJE Y/O ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN

ANTICIPACIÓN	<p>Engaging activity (5min)</p> <p>Students will see two flashcards: one with a planet and one with the God. Each planet is named after the God's name.</p>	<p><i>Projector</i></p> <p><i>Computer</i></p>	<ul style="list-style-type: none"> • Students show interest in the topic • Students through the flash cards will be familiar with the topic.
CONSTRUCCIÓN DEL CONOCIMIENTO	<p>Study</p> <p>Presenting (10 min) Students will listen to the story "How the Planets got their name"</p> <p>Students will be provided with some vocabulary such as Universe, dwarf planets, god, goddesses, sun, and moon, bright, cold, warm, and massive.</p> <p>Control Practice (5 min)</p> <p>Students will be given a sheet of paper with the activity "Label the Planets"</p> <p>Guided Practice (5 min)</p> <p>Students will play "Four Corners". They will form four groups. Each group has to choose one of the following questions: 1) How far apart is each of the planets from the sun? 2) How far is Mars from Earth? 3) How big is the sun compared to other stars in our solar system? 4) Why is the planet's mass different than its weight?</p>	<p><i>White-board</i></p> <p><i>Tool kit</i></p>	<ul style="list-style-type: none"> • Students will understand how the solar system is formed. • Students use the language to communicate.

CONSOLIDACIÓN	Communicative Activity (20 min)	
	Students will discuss the answer in groups.	<i>White-board</i>
	Students will share the answers with the whole class giving as many details as they can.	<i>Tool kit</i>
	Students will elaborate a poster with all the information they have gathered.	<i>Markers</i>

Nivel: 10th Graders	ESPECIALIDAD: INGLES	ÁREA: LENGUA EXTRANJERA	AÑO LECTIVO 2015-2016
ASIGNATURA: INGLES		GRUPOS:	
DOCENTES: JANNETH CABRERA, MAURICIO LOMBAIDA			
EJE TRANSVERSAL: MEDIO AMBIENTE Y EDUCACIÓN PARA LA DEMOCRACIA			
EJE CURRICULAR INTEGRADOR:		<ul style="list-style-type: none"> EJES DE APRENDIZAJE: WRITING, READING, LISTENING AND SPEAKING 	
BLOQUE CURRICULAR : 2 WHAT ARE YOU DOING?			TAREA DE APRENDIZAJE No.
DESTREZA CON CRITERIO DE DESEMPEÑO: At the end of the class the students will be able to: Demonstrate knowledge of the solar system by arranging spherical objects of different sizes in an order that represents the eight planets and the sun.			
OBJETIVOS EDUCATIVOS ESPECÍFICOS: AT THE END OF THE CLASS STUDENTS WILL BE ABLE TO: ARRANGE SPHERICAL OBJECTS OF DIFFERENT SIZES.			NRO. PERÍODOS: 2

ACTIVIDADES DE APRENDIZAJE Y/O ESTRATEGIAS METODOLÓGICAS		RECURSOS	EVALUACIÓN
ANTICIPACIÓN	<p>Engaging activity (5min)</p> <p>Students will watch a video about the Earth and the reasons why it can contain life.</p>	<p><i>Projector</i></p> <p><i>Computer</i></p>	<ul style="list-style-type: none"> Students show interest in the topic Students through the video will be familiar with the topic. Students will understand how life is sustained. Students use the language to communicate.
CONSTRUCCIÓN DEL CONOCIMIENTO	<p>Study</p> <p>Presenting (5 min) Students will watch some flashcards containing the elements in Earth that can make possible life.</p> <p>Students will be provided with some key vocabulary.</p> <p>Control Practice (5 min)</p> <p>Students will answer the question: How can Earth contain life? They will explain it in a detailed way according to the information presented in the previous lesson.</p> <p>Guided Practice (20 min)</p> <p>Students will form four groups. Each group will be given some recyclable material so that they can use it to form a solar system represented with spherical objects of different sizes.</p>	<p><i>White-board Tool kit</i></p> <p><i>Recyclable Material</i></p>	



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CONSOLIDACIÓN</p>	<p>Communicative Activity (10 min)</p> <p>Students will discuss the following question in groups: Do you think that there is life, other than what you know, out our planet Earth? They will give a presentation about what they think.</p>	<p><i>White-board Tool kit</i></p> <p><i>Markers</i></p>	
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ANNEX 2: Assessing Oral Skills: Rubrics ORAL INTERVIEW RUBRIC

Teacher Name: _____ Student Name: _____

CATEGORY	4	3	2	1
Setting Up the Interview	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.	The student asked permission to set up a time for the interview, but needed reminders to introduce himself and to tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.
Politeness	Student never interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed, but forgot to thank the person.	Several times, the student interrupted or hurried the person being interviewed AND forgot to thank the person.
Preparation	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
Follow-up Questions	The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.	The student asked a couple of follow-up questions based on what s/he thought the person said.	The student did not ask any follow-up questions based on what the person said.



Knowledge Gained	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
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(Created in rubistar.4teachers.org)



STORY RETELLING RUBRIC

Teacher Name: _____ Student Name: _____

CATEGORY	4	3	2	1
Sequence	Retells story in correct sequence leaving out no important parts of story.	Retells story in sequence with 2-3 omissions.	Retells story with several omissions, but maintains sequence of those told.	Retells story out of sequence.
Setting	Lots of vivid, descriptive words are used to tell the audience when and where the story takes place.	Some vivid, descriptive words are used to tell the audience when and where the story takes place.	The audience can figure out when and where the story took place, but there isn't much detail (e.g., once upon a time in a land far, far away).	The audience has trouble telling when and where the story takes place.
Vocabulary	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	Uses a varied vocabulary that is occasionally a little too simple or a little too hard for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.
Characters	The main characters are named and clearly described (through words and/or actions). The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described (through words and/or actions). The audience has a fairly good idea of what the characters look like.	The main characters are named. The audience knows very little about the main characters.	It is hard to tell who the main characters are.
Knows the Story	The storyteller knows the story well and has obviously practiced telling the story several times. There is no need for notes and the speaker speaks with confidence.	The storyteller knows the story pretty well and has practiced telling the story once or twice. May need notes once or twice, but the speaker	The storyteller knows some of the story, but did not appear to have practiced. May need notes 3-4 times, and the speaker appears ill-at-	The storyteller could not tell the story without using notes.



		is relatively confident.	ease.	
Voice	Always speaks loudly, slowly and clearly. Is easily understood by all audience members all the time	Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding.	Speaks too softly or mumbles. The audience often has trouble understanding.

(Created in rubistar.4teachers.org)



ANNEX 3: Assessing Written Skills: Rubric WRITING SAMPLE RUBRIC

Teacher Name: _____ Student Name: _____

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.



Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
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(Created in rubistar.4teachers.org)

ANNEX 4: Diagnostic or Placement test



UNIDAD EDUCATIVA TÉCNICO SALESIANO
2015-2016

DIAGNOSTIC TEST

NAME: _____
10th _____

COURSE:

INDICADORES ESENCIALES DE EVALUACIÓN:

Identify furniture and household appliances to describe a house.

Recognize and describe computers and communication vocabulary.

Identify life events vocabulary.

Recognize materials and containers.

Identify household appliances to select the appropriate one.

Use comparative and superlative of adjectives and adverbs.

Use will and won't to talk about the future technology inventions.

Identify the use of be going to choose activities for the next weekend

Use the Present Perfect to talk about accidents and injuries suffered in an indefinite time in the past.

Use since and for to talk about specific or indefinite time in the past.

VOCABULARY

FURNITURE AND HOUSEHOLD ITEMS

1. - Choose the right answer.

1 My mom cooks on the _____.

- a) fridge b) microwave c) oven

2 We have a smart TV in the _____ to music every day.

- a) living room b) bathroom c) kitchen

3 My parents' _____ has two beds.

- a) balcony b) dressing room c) bedroom

COMPUTER AND COMMUNICATION VOCABULARY

2. - Complete the sentences with the correct word.

4 The _____ gives wireless internet connection.

- a) TV b) Keyboard c) Wi – Fi



5 Our _____ is broken, so we needed to go to a cyber café to print our homework.

- a) smartphone b) printer c) touch screen

6 My _____ is an iPhone.

- a) Computer b) Smartphone c) TV

LIFE EVENTS

3. - Fill in the blanks to complete the questions.

7 I _____ on March 31st, 1991.

- a) was born b) retire c) take a year off

8 She must _____ because her father gave her a car for her birthday.

- a) go to school b) go to college c) get a driver's licence

9 I think I'm going to _____ when I turn 70 years.

- a) retire b) get a job c) go to school

CONTAINERS

4.- Select the correct answer.

10 I put all my books in a _____.

- a) plastic bottle b) glass jar c) cardboard box

11 I prefer buying mineral water in _____ rather than in plastic bottle .

- a) metal can b) plastic bottle c) glass bottle

12 The tuna fish comes inside a _____ .

- a) metal can b) plastic carton c) cloth bag

HOUSEHOLD APPLIANCES

5.- Circle the correct word.

13 There's a _____ in the bathroom.

- a) stove b) shower c) fridge



14 My clothes are in the _____.

- a) mirror b) wardrobe c) bookcase

15 My bag is in the _____.

- a) closet b) carpet c) floor

GRAMMAR

COMPARATIVE AND SUPERLATIVE DEGREE

6.- Choose the correct answer.

16. This is the _____ book I've ever read.

- a) interesting b) more interesting c) most interesting

17. The Amazon region is _____ that the Coastal region.

- a) wetter b) wet c) wettest

18. She has got the _____ grade of the class.

- a) worst b) worse c) bad

19. Mark is _____ than Mike.

- a) more attractive b) attractive c) most attractive

20. She has the _____ books collection of the region.

- a) fantastic b) better c) best

WILL / WON'T

7. - Select the correct word

21. Robots _____ definitely think like a humans.

- a) are going to b) won't c) will

22 TVs _____ exist anymore.

- a) will b) won't c) are going to



23. We _____ travel to Mars very soon.

- a) won't b) will c) are going to

BE GOING TO

8.- Fill in the blanks to complete the statement.

24. I'm _____ watch a DVD this afternoon.

- a) goes to b) going c) going to

25. She _____ going to cook dinner tonight.

- a) isn't b) aren't c) hasn't

26. Can Monica use a computer? Yes, _____.

- a) she can b) he can c) she can't

PRESENT PERFECT

9.- Select the best option for each sentences.

27. I _____ any leg before.

- a) have break b) haven't broken c) hasn't broken

28. My uncle _____ in a restaurant for many years.

- a) has worked b) hasn't worked c) have work

29. My family _____ in Cuenca since 1920.

- a) has lived b) have lived c) have live

SINCE / FOR

10.- Circle the right word for the statement.

30. I have been watching "The Big Bang Theory" _____ it started.

- a) since b) for c) yesterday



ANSWER SHEET

NAME: _____

TENTH _____

VOCABULARY

1.- A B C
C

2.- A B C
C

3.- A B C
B C

4.- A B C
C

5.- A B C
C

6.- A B C
B C

7.- A B C
C

8.- A B C
C

GRAMMAR

16.- A B

17.- A B

18.- A

19.- A B

20.- A B

21.- A

22.- A B

23.- A B



9.- A B C
C

24.- A B

10.- A B C
B C

25.- A

11.- A B C
C

26.- A B

12.- A B C
C

27.- A B

13.- A B C
C

28.- A B

14.- A B C
B C

29.- A

15.- A B C
B C

30.- A



UNIDAD EDUCATIVA TÉCNICO SALESIANO

2015-2016

ANSWER SHEET

NAME: _____

TENTH _____

VOCABULARY

GRAMMAR

1.- A B **C**
C

16.- A B

2.- **A** B C
C

17.- **A** B

3.- A B **C**
B C

18.- **A**

4.- A B **C**
C

19.- **A** B

5.- A **B** C
C

20.- A B

6.- A **B** C
B **C**

21.- A

7.- **A** B C
C

22.- A **B**

8.- A B **C**
C

23.- A **B**



9.- A B C
C

24.- A B

10.- A B C
B C

25.- A

11.- A B C
C

26.- A B

12.- A B C
C

27.- A B

13.- A B C
C

28.- A B

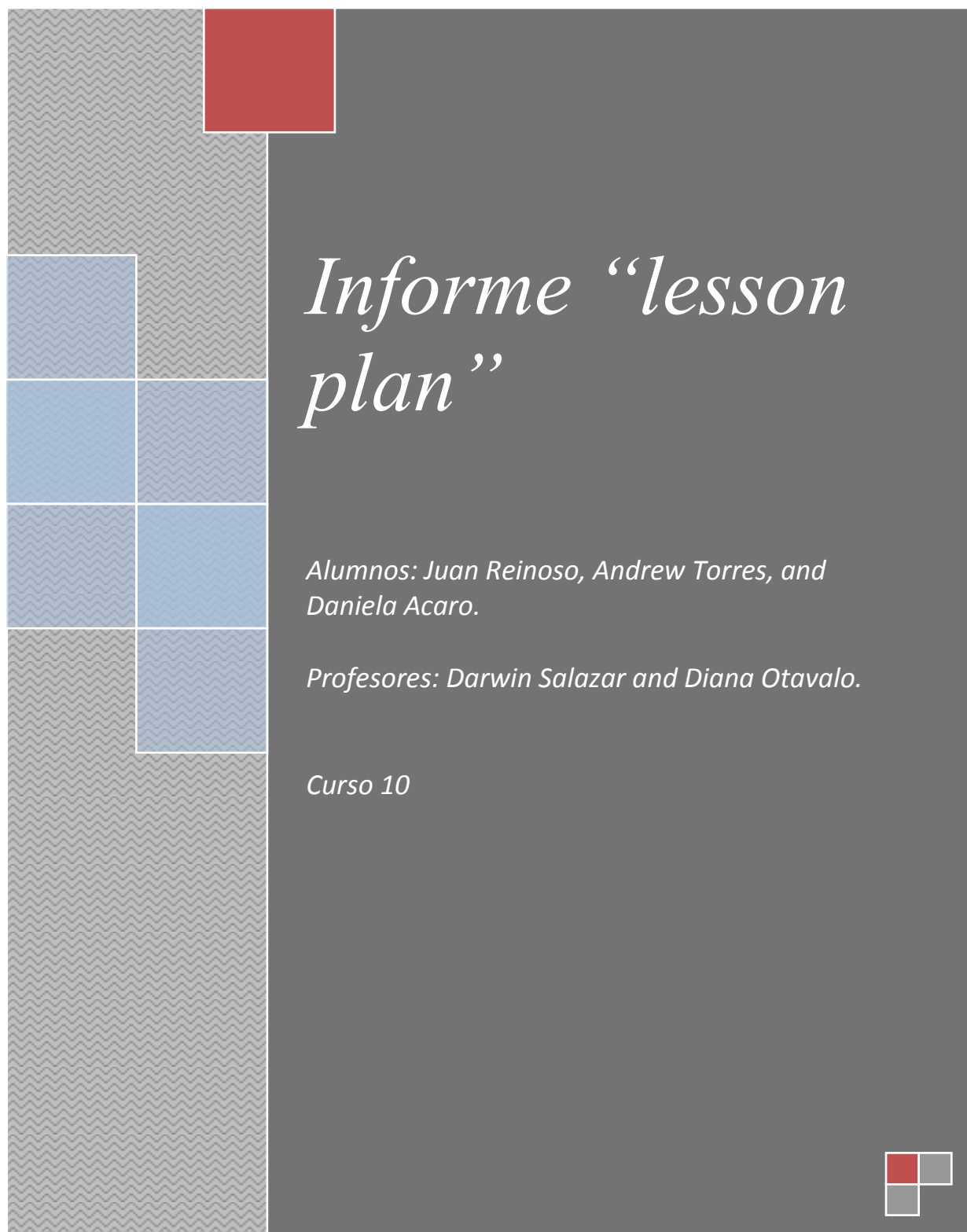
14.- A B C
B C

29.- A

15.- A B C
B C

30.- A

ANNEX 5: Booklet Design Comments





*Daremos un informe sobre lo que me parece bien o no del “**plan lesson**” cabe recalcar que todas las características e información que demos en este informe están estrechamente apegados a nuestra forma de pensar sobre cómo debería ser un libro de Ingles en este caso una réplica en forma de resumen del libro “Uncover de Cambridge”*

- *Algunas imágenes son confusas con respecto al tema o no tienen sentido, es decir en mi opinión pido imágenes más objetivas con el tema Por ejemplo en la pág. 32 “Take a year off” si preguntan a alguien la gran mayoría dirá que es un año para vivir cosas diferente como viajar mas no como descansar ,y un ejemplo como imágenes confusas la número uno y la tercera de la pág. 46 que no se entienden por estar pixeliadas o en blanco y negro*
- *Es muy interesante el interactuar con los demás compañeros a partir de juegos, esto hará más fácil el aprendizaje, esto es muy innovador con respecto a otros libros.*
- *Nos parece espectacular los avisos por encima de los grammars como los casos especiales y las excepciones de tema que se estudiara un claro ejemplo es la página (11)*
- *Nos gustaría que implementen el tipo de grammars del libro “In syng “ en cual encima de mostrar los avisos y excepciones también nos daba la estructura de las oraciones*
- *No estamos de acuerdo con los pocos ejercicios y los pocos ejemplos del mismo ya que solo muestran las oraciones en el grammar pero no más y los ejercicios son escasos*
- *Es muy bueno tratar de enseñar a partir de tomar cosas del país como ejemplo de la página “**San Cristóbal A Great Island To visit**”*
- *Los diálogos y los objetivos a cumplir en cada tema me parecen los correctos.*

En conclusión

El folleto nos parece muy interesante y esperamos que tomen nuestras opiniones para mejorar el mismo y la idea es muy buena, recalcamos que lo que a nosotros nos bien puede ser muy contario a lo de otra persona, les damos las gracias por hacernos parte de este tipo de proyectos.

ANNEX 6: Teacher`s Booklet

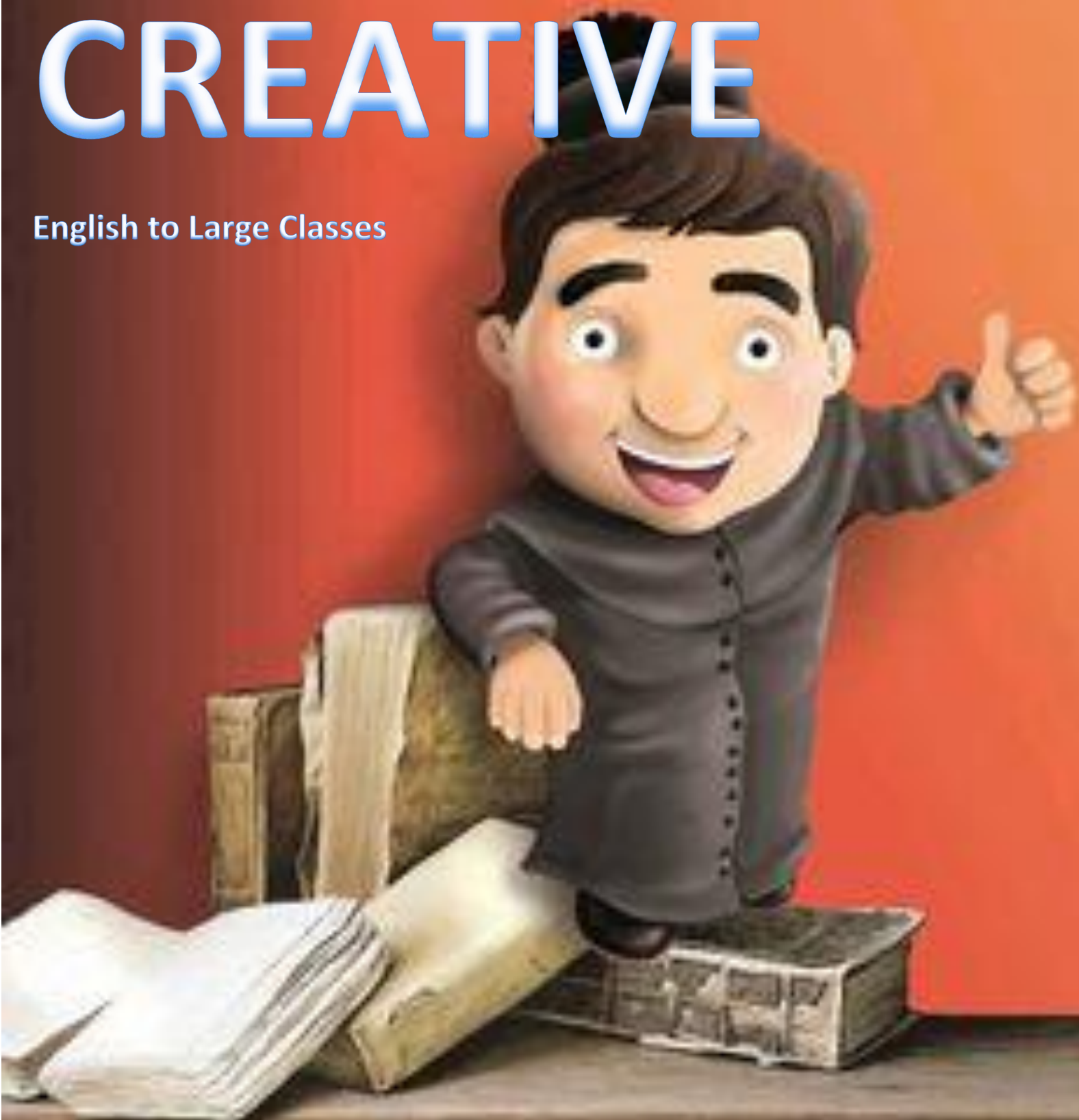
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CREATIVE

English to Large Classes





CREATIVE

ENGLISH TO LARGE CLASSES

Janneth Cabrera – Mauricio Lombaida

Teacher's Book



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ACKNOWLEDGEMENTS

We want to give special thanks to some members of the Técnico Salesiano Community whose help, support, and suggestions were essential for the accomplishment of our booklets design:

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Lcda. Diana Otavalo, English Teacher.

Miss Daniela Acaro, student of tenth grade “C”.

Mr. Andrew Torres, student of tenth grade “C”.

Mr. Juan Reinoso, student of tenth grade “F”.



Creative: English to large classes is a booklet designed exclusively to work with English large classes. It will help you to improve the English Communicative skills of your students and your teaching skills in the classroom. This booklet has a well-managed learning cycle and the objectives each lesson should cover. This learning cycle has an Experience, Conceptualization, Application, and Reflection section, as well as Brainstorming and Vocabulary.

Also, this booklet has 10 lessons plan with their respective objectives. These lesson plans will help you to prepare your class in advance and give your students a better learning experience. Both the objectives and the content are directly linked to our reality and contain real-world information. The dialogues and conversations presented are meant to introduce real vocabulary and grammar points.

In the application section, we have prepared controlled, guided and free practice activities. Each activity will help your students to achieve the objectives presented at the beginning of each lesson. Also, the reading section is linked to the conceptualization or the application part depending on the objectives.

In addition, a CD-Room is included at the end of the book. In this CD you will find multimedia material useful to use this booklet effectively and to teach your students interactively.

Finally, at the end of this book, you will find some annexes, in which you can find some rubrics for assessing written and oral skills (*see Annex 4 - Check CD*), printable worksheets, material useful to work in class, and the lesson plans mentioned before (*see Annex 5 – Check CD*).

We hope this booklet will help you work better in an English large class; and at the same time, help your students to improve their communicative skills and become more confident in English.



UNIT	VOCABULARY	GRAMMAR	CONVERSATION
1 HOME, SWEET HOME	<ul style="list-style-type: none"> ◇ Furniture and household items ◇ Household appliances 	<ul style="list-style-type: none"> ◇ Comparative and superlative adjectives and adverbs ◇ Should (not), (not) have to, must (not) 	<ul style="list-style-type: none"> ◇ Asking for and offering help
2 VISIONS OF THE FUTURE	<ul style="list-style-type: none"> ◇ Computers and communication ◇ Technology verbs 	<ul style="list-style-type: none"> ◇ Will and won't for predictions ◇ Adverbs of possibility ◇ First conditional with will (not), may (not), and might (not) 	<ul style="list-style-type: none"> ◇ Asking for and giving instructions
3 THE CHOICES WE MAKE	<ul style="list-style-type: none"> ◇ Life events ◇ Containers and materials 	<ul style="list-style-type: none"> ◇ Be going to and will ◇ Present continuous and simple present for future 	<ul style="list-style-type: none"> ◇ Agreeing and disagreeing

4 WATCH OUT!	◇ Accident and injury verbs	◇ Present perfect statements with regular and irregular verbs	
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WRITING	READING	ACCURACY AND FLUENCY	SPEAKING OUTCOMES
An email describing your house	<ul style="list-style-type: none"> ◇ San Cristobal: A great island to visit ◇ I have to clean the house 	<ul style="list-style-type: none"> ◇ Using must for obligation 	<ul style="list-style-type: none"> ◇ I can... Identify rooms in a house and household items Compare two or more rooms Identify and talk about household appliances Ask for and offer help Talk about the kind of house I'd like to live in
An opinion paragraph	<ul style="list-style-type: none"> ◇ The future of technology : Cellphones , back and now 	<ul style="list-style-type: none"> ◇ First conditional vs. simple present ◇ Using commas with if clauses 	<ul style="list-style-type: none"> ◇ I can... Talk about computers and technology Make predictions about the future Talk about how to use technology Ask for and give instructions Talk about how are cellphones today and in the future
An application letter	<ul style="list-style-type: none"> ◇ My future plans and expectations 	<ul style="list-style-type: none"> ◇ Present continuous for future arrangement ◇ Using think, probably, and maybe with will 	<ul style="list-style-type: none"> ◇ I can... Identify and talk about life events Discuss future plans and predictions Talk about future plans and schedule events Agree and disagree with someone Talk about places and activities I'd like to volunteer
A report about your favorite sport	<ul style="list-style-type: none"> ◇ Taking the risk 	<ul style="list-style-type: none"> ◇ The present 	<ul style="list-style-type: none"> ◇ I can.... Talk about accidents

		<p>perfect with never</p> <p>◇ Forming past participles</p> <p>◇ Using accident and injury verbs</p>	<p>and injuries</p> <p>Talk about things I have and haven't done</p>
--	--	------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------

(adapted from [Goldstein and Jones, 2015](#))

A photograph of a well-furnished living room. In the center is a stone fireplace with a wooden mantel holding a television. To the left is a tall wooden cabinet with glass doors, displaying books and a potted plant. To the right is another similar cabinet with a lamp. In the foreground, a brown leather sofa is partially visible. A wooden coffee table with ornate legs holds a tray of fruit and a book. A patterned rug covers the floor, and a large window on the right lets in bright light.

LESSON PLAN 1

“HOME, SWEET HOME”

Objectives: At the end of the lesson, the students will be able to:

- Identify furniture and household items to describe a house.
- Use comparative and superlative degree of adjectives and adverbs to talk about qualities of the different types of houses in Ecuador.



Learning Cycle

➤ Experience

- ✓ Play the Game “**Hot Seat**”
 - Break the class into 2 teams.
 - Place a chair next to the board, facing the class as it is the “hot seat”.
 - Set a timer between 30 seconds to 1 minute.
 - Students from each team rotate turns sitting on the “hot seat”.
 - Write a vocabulary word behind the student so that he cannot see.
 - The team of the student seated on the “hot seat” has to give him some clues about the word written on the whiteboard in order for him to elicit the word written.
 - The student seated has 30s to 1 min. to guess the word.
 - Both teams can only speak English. If they speak their native tongue, erase a point from their score (adapted from Cook, 2013).

List of vocabulary words for the game:

- | | |
|------------|------------|
| - Bed | - Shower |
| - Bookcase | - Sofa |
| - Chair | - Table |
| - Desk | - Toilet |
| - Dresser | - Armchair |
| - Mirror | - Cabinets |



➤ **Brainstorming**

- ✓ Ask the students the following questions:
 - What types of houses do you know?
 - How are the houses different in each region of Ecuador?
 - What materials are used to build a house in Ecuador?
 - What are the conditions in which people live in Ecuador?

➤ **Conceptualization**

- ✓ Show the students the power point presentation “Different Ecuadorian Regions” (Check CD).
 - Explain the power point presentation.
 - Ask the students their opinions about the different types of houses.
- ✓ Ask the students the following questions:
 - What house is bigger?
 - What houses do you like the most? Why?
- ✓ Use the students’ answers to show them how to form the comparative and superlative form of different adjectives.
- ✓ Tell the students the rules to form the comparative and superlative structures.

➤ **Application**

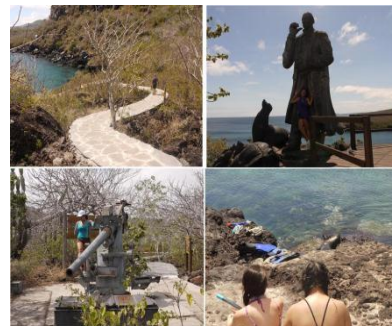
- ✓ Make the students work on the following exercises:

Read the text: San Cristobal: A Great Island to Visit. Highlight all the superlative adjectives you find in the text.

San Cristobal: A Great Island to Visit

San Cristobal Island is one of **the oldest**, and the fifth **largest** island in Galapagos with a total area of 558 km². Its main town is Puerto Baquerizo Moreno, the capital of the Galapagos Islands, which is located south-west of the island. One of the first attractions is San Joaquin Mountain, **the highest** elevation with a high of 730 meters above sea level.

San Cristobal Island is the second in number of population of the archipelago. One of **the most important** airports is located on this island, and many visitors arrive and begin their tour in this place.



San Cristobal, also called Chatham Island, has a variety of hotels. Each hotel room has a bedroom, a bathroom, a living room, and a balcony with amazing views of the island. And the Island has, also, great restaurants and transportation.



San Cristobal Island has **the largest** lake in Galapagos freshwater. This lake is called "El Junco" and has an almost circular shape. It has 300 m. wide and 6 m. deep.

This place offers one of **the most incredible** scenery of the island and is located in the mountains south of this island. In this lake you can enjoy Galapagos admiring some birds such as gulls, blue –



footed boobies and Galapagos finches. Near the lake you can visit the “Galapaguera”, a sanctuary for giant tortoises Galapagos.

It is a long walk, so do not forget to bring enough food, water and good shoes (translated and adapted from Isla San Cristobal en Galapagos es un Exótico Lugar de Increible Belleza, n.d.)!

- ✓ Ask the students about the use of the adjectives highlighted.

Read the text again and answer the following questions.

1. Which types of verbs can you find near the lake “El Junco”?

Gulls, blue – footed boobies and Galapagos finches.

2. How high is the San Joaquin Mountain?

730 meters above sea level

3. What rooms do hotels have?

The hotels have got a bedroom, and a bathroom, a living room, and a balcony.

4. What is the “Galapaguera”?

It is a sanctuary for giant tortoises Galapagos.

Complete the sentences with the comparative adjectives or adverbs.

1. The Highlands houses are *bigger than* (big) the Coast's.
2. The Rio Tomebamba runs *faster than* (fast) the Rio Guayas.
3. Climbing the mountains is *more exciting than* (exciting) surfing on the ocean.
4. My living room is *better than* (good) your living room.
5. The Amazon region is *wetter than* (wet) the Coastal region.



✓ Play “**Numbered Heads Together**”

- Ask the students to form 4 groups of 10.
- Then, you need to have numbered adjectives written down on little pieces of paper. .
- Give to each member of the group a piece of paper containing the numbered adjectives.
- When the group receives the adjectives, they have to discuss about how to form comparative and superlative of the adjectives given.
- Say a number, and the person who has got that number, has to tell some sentences using the adjective as a Comparative, and then, as a Superlative.
- Only the student who has the adjective has to answer (adapted from Peace Corps, 1992)

- ✓ Finally, students, in pairs, discuss about their homes by comparing what they have there. Elicit students talking with the following questions: Whose house is bigger? Whose TV is the most expensive of them all? Whose house is nearer to school?

➤ **Reflection**

- ✓ Make the students see the same power point showed at the beginning. Then, discuss about the reality of each region. Ask the



students to write their opinions about what is the best region for them and why.



LESSON PLAN 2

“HOME, SWEET HOME”

Objective: At the end of the lesson, the students will be able to:

- Identify and talk about household appliances and how to use them.
- Use modal verbs to give advice and to talk about their responsibilities and obligations at home.



Learning Cycle

➤ Experience

- ✓ Play the Game “**Charades**”.
- Break the class into 2 teams.
- Give each team some pieces of paper.
- Let each team write down some ideas for the opposing team to act out. The students could write some hard clues to elicit the words given. The majority of the words written down must be related to household appliances.
- Each team must have a hat with a bunch of vocabulary words.
- The students have to place the hat in front of the opposing team.
- A player from the starting team should stand up, take a piece of paper from the hat, and **perform / act out / mime** the vocabulary word. The team has 30 seconds to elicit the word acted out by their teammate.
- If the group elicits the word correctly, it earns a point.
- After the students have guessed the word, the next team starts
(adapted from Cook, 2013).

List of vocabulary words for the game:

- | | |
|----------------|-------------------|
| - Dishwasher | - Stove |
| - Hair dryer | - Toaster |
| - Lamp | - Vacuum Cleaner |
| - Microwave | - Washing Machine |
| - Refrigerator | - Alarm Clock |



- Iron
- Oven

➤ Brainstorming

- ✓ Tell the students to discuss about the ways they **should/shouldn't** use them at home, how they **have to** plug them in, and when they **must/must not** use them.

➤ Conceptualization

- ✓ Students answer the following question:
 - What obligations do you have at home?
- ✓ Use the answers given by the students to show the use of modal verbs.
- ✓ Explain the differences among “must”, “have to” and “should”.

➤ Application

- ✓ Make the students work on the following activities.

Complete the following sentences using “MUST”, “HAVE TO” or “SHOULD. Add (A) if the sentence shows Advice, (R) if it shows Responsibility, (O) if it shows Obligation, (P) if it shows Prohibition, and (T) for Things not required.

1. You shouldn't put bananas in the fridge (A)
2. You should plug off all the appliances while there is a storm. (A)
3. My brother and I are in charge of the dinner. I cook and he has to do the dishes. (R)
4. He doesn't have to clean up the house if he makes the bed. (T)
5. You must not play with water near a plug. It may start a fire. (P)
6. You must get 10 in your exams if you want to play video games on vacation. (O)



Circle the correct form of the sentences below.

1. I have to / don't have to vacuum the floor. It is too dirty.
2. When using the washing machine, we **should** / shouldn't mix clothes of different colors.
3. You **must** / must not copy your homework from internet.
4. We don't have to / **have to** cook dinner. We are going to a restaurant.
5. I shouldn't / **should** put bananas in the fridge, but I want to see what happen.
6. You **must** / must not mess up your uniform; otherwise, you will do the laundry.

Complete the sentences with the affirmative or negative form of the words in parentheses.

1. We should turn off (should / turn off) the lights while we go to bed if we want to save energy.
2. Mom doesn't have to pay (have to / pay) the bill this month. Dad will do it.
3. I shouldn't get (should / get) my bicycle fixed for tomorrow. The race is going to be next month.
4. Janneth and Mauricio have to buy (have to / buy) a new fridge. Theirs is broke.
5. Mike must learn (must / learn) how to cook on the new kitchen he has got.



- ✓ Students talk, in pairs, about their own obligations at home and talk about why they like, and why they don't like to do certain household chores.

➤ **Reflection**

- ✓ Students compare, in pairs, what they have to, and what they don't have to do at their homes and write advice for his classmate about chores in which he can help.

LESSONPLAN 3

“HOME, SWEET HOME”



Objective: At the end of the lesson, the students will be able to:

- Ask for and offer help when they need it.



Learning Cycle

➤ Experience

- ✓ Play the Game “**Roundtable**”
 - Make the students form 4 groups of 10.
 - Set a timer from 1 to 2 minutes.
 - Give each group a piece of paper.
 - Tell the students that they have to write as many household appliances and furniture as they remember from previous classes.
 - The students should take turns writing the words. The first student writes one response, and passes the paper to the left.
 - Continues around group until time elapses.
 - Group stops when time is called.
 - The winning group will be that one which has more vocabulary words written correctly (adapted from Srinivas, n.d).

➤ Brainstorming

- ✓ Ask the students the following questions:
 - Do you prefer to live in a house or apartment? Why?
 - Do you like to help at home? Why?
 - What household chores do you do at home?

➤ Conceptualization

- ✓ Make the students read the dialogue: “I have to clean the house”. Ask them to underline the phrases they think are used to ask for and offer help.



I have to clean the house

Tim: Hey Tim. Are you going to the beach?

Iris: Yes, I am. What about you? You look a little bit worried. Is something wrong with your car? Would you like some help?

Tim: Yes, I would! I have to fix my car for that trip.

Iris: Ok. What can I do?

Tim: I should change the battery. Could you help me out?

Iris: No problem. I'll give you a hand.

Tim: Thanks. And can I ask you a favor?

Iris: Sure Tim.

Tim: Can you start the car so that I can check if the battery works correctly?

Iris: Ok.

- ✓ Show the students what phrases are used to ask for and offer help.
- ✓ Show the students the correct intonation of the phrases.

➤ Application

- ✓ Make the students work on the following activities:

Read the following dialogue and make the students complete it using the phrases to ask for and offer help.

Listen to your teacher and complete the conversation with phrases from the box:

Can I ask you a favor? – Could you help me out? – Would you like some help? – I'll give you a hand

Cara is preparing a surprise birthday party for Kate but she needs some help from Josh.



Dialogue

Josh: Cara, how are you? Would you like to come to the movies tonight?

Cara: I'm sorry, but I can't. Don't you know that tomorrow is Kate's birthday? So I want to give her a surprise by throwing a great party, but I don't have time.

Josh: *Would you like some help?*

Cara: That'd be great. I'll buy some balloons and confetti, and you can help me out with the food and the music.

Josh: Ok. So, what we are waiting for.

Cara: I need to clean the entire salon, but it's too big.

Josh: No problem. *I'll give you a hand.*

Cara: Thank you so much.

Josh: Hey Cara. *Can I ask you a favor?*

Cara: Sure.

Josh: I need to get a birthday present for Kate. *Could you help me out?*

Cara: Sure. Let's finish doing this, and then, shop for Kate.

- ✓ Give the students some time to prepare, in pairs, a dialogue which includes the phrases used to ask for and offer help.
- ✓ Make the students perform the dialogue.

➤ Reflection

- ✓ Make the students think about the advantages and disadvantages of living in the countryside and the city. What do they prefer? Ask them



to write an email describing their house. Make sure they use the comparative and superlative adjectives, the adverbs and the modals “should”, “have to”, and “must”. Ask them to mention the furniture and household appliances learnt in this unit.



Objective: At the end of the lesson, the students will be able to:

- Recognize and describe computers and communication vocabulary to talk about technological advancements in the future.
- Use “will” and “won’t” to talk about the future technology inventions.



Learning Cycle

➤ Experience

- ✓ Play the Game “**Word Relay**”
 - Break the class into 2 teams, and ask to one member of each team to come to the front
 - Divide the whiteboard in two, and write a word related to computers and communication on each side.
 - Ask the first student to write a word that begins with the last letter of the previous word. For example: cellphonee, earphonee, emaili ... until every student from a particular team has written a word.
 - Tell them that the group who finishes first, wins (adapted from Cook, 2013).
- Flash drive
- Keyboard
- Mouse
- Printer
- Smartphone
- Tablet
- Touch Pad
- Touch Screen
- Wi-Fi

➤ Brainstorming

- ✓ Ask the students the following questions:
 - What technological items do you have today and your parents didn't?
 - How, do you think, technology will be in the future?

➤ Conceptualization

- ✓ Make the students watch the video **“The Five Future Technology Inventions”** (Check CD).
- ✓ Ask the students the following questions:
 - Do you think technology will be like the one in the video?
 - What technological items there will be?
 - What technological items there won't be?
 - How, do you think technology will be in the future?
- ✓ Show the students how the “will”, and “will not” (won't) structure is used in affirmative, negative, wh-questions, and answers. Use the answers given by the students in order to show the structure.
- ✓ Make the students notice the contractions that can be used in short answers.

- I will = I'll I will not = I won't

➤ **Application**

- ✓ Make students work on the following activities:

Read the text: “The Future of Technology”. Highlight all the sentences containing “will” and “won't”.

The Future of Technology

Cell Phones: Back and Now

Over 40 years ago, the first cellphone was invented. The company Motorola designed the first wireless electronic device able to make calls. It was called “the brick” because it was large and



heavy, but revolutionary. Back then, the first cellphone was used only to make calls and cost almost \$4000.

Cellphones now are much smaller, and they are not only used to



make calls. With touch screen technology, the new cellphones are called smartphones. They can take pictures in high definition, make calls, watch videos, play games, surf in the internet, serve as GPS, etc.

In the future, **smartphones probably won't have any size**; else, **they will be only a**

button with access to all the features smartphones have now.

Perhaps **those types of smartphones will use the hologram technology to make video calls or send any message.** Maybe **they will even think like humans!** And definitely **they will take the human decisions.**

Read the article again. Circle the correct answers.

1. The first Cell Phone cost _____.
 - \$100 b. \$400 c. **\$4000**
2. The Brick was used only to _____.
 - listen to music b. **make calls** c. play games
3. The new smartphones have _____ technology.
 - hologram b. **touch-screen** c. smart
4. Today, smartphones are much _____ than the first cell phones.
 - **smaller** b. bigger c. larger



Form sentences by putting the words in the correct order.

Write “will” and “won’t” where corresponds.

1. will / use holograms / call / make / probably / a / phone / People /
to / video / .

**People will probably use holograms to make a video phone
call.**

2. everything / Perhaps / robots / will / do / future / the / in / .

Perhaps robots will do everything in the future.

3. connection / certainly / free / will / Internet / be / .

Internet connection will certainly be free.

4. be / Maybe / cars / will / there / flying / .

Maybe there will be flying cars.

5. company / I'll / for / software / work / a / definitely / .

I'll definitely work for a software company.

- ✓ Ask the students to discuss, in pairs, about how they think the future will be.

➤ **Reflection**

- ✓ Ask the students to talk about the advantages and disadvantages of technology. Ask them to write their opinion about the following questions. Make sure they use definitely, certainly, probably, maybe, and perhaps.
 - Is it good for humans? Why?
 - Is technology replacing humans at jobs? How?
 - Do you want technology to continue developing? Why?

LESSONPLAN 5

“VISIONS OF THE FUTURE”



Objective: At the end of the lesson, the students will be able to:

- Identify and use technology verbs to give instructions about how to use electronic devices.
- Use the first conditional to show result or possible results of the future.



Learning Cycle

➤ Experience

- ✓ Work in a **guessing** activity
 - Break the class into 4 teams of 10.
 - Students have in their booklets 10 phrasal verbs. Each phrasal verb is in a sentence in order to give it a context.
 - Tell them that the group has to find out what the phrasal verb means, and they can't use a dictionary.
 - Finally, tell them that the first group who presents all the phrasal verbs correctly guessed wins.

Sentences used in this activity:

- To see the bottom of the web page, **scroll down**. To go to the top, **scroll up**.
- **Click on** the item you want.
- To see more of the city on the map, **zoom out**. To look at your street, **zoom in**.
- You can **sign into** your web page from any computer. Don't forget to **sign out** when you're done!
- Do you **shut down** your computer at night?
- **Turn on** your computer with the power button.
- I **back up** my files every day.

➤ Brainstorming

- ✓ Ask the students the following questions:
 - Who wants to work with computers in the future? Why?



- What would you like to do if you work in a computer company in the future?

➤ Conceptualization

- ✓ Tell the students how to form sentences using the first conditional.
- ✓ Make the students notice that the first conditional can go at the beginning or at the end of the sentence.
- ✓ Tell the students when to use “will”, “may”, and “might”.

➤ Application

- ✓ Make the students work on the following activities:

Circle the correct word.

1. If my smartphone breaks / might break, my parents **buys** / might buy me a new one.
2. You won't / will pass the course if you don't / won't study.
3. If you win / will win the lottery, what **you do** / will you do?
4. You **download** / will download the file if you click on / might click on that button.
5. Won't / Don't you fail the science course if you miss / will miss the last class?
6. They **don't** / may not travel if they **save** / don't save money.

- ✓ Play the game “**Bragging Rights**”
 - Break the class into 2 teams.
 - Tell the students to create a funny short paragraph using the first conditional. It is important for the students to show off or



presume about something in their sentences in order to make it funny.

- Have one student of each group to come to the front and say his bragging right.
- The group with the funniest or most creative paragraph wins (adapted from Cook, 2013).

➤ **Reflection**

- ✓ Tell the students to talk, in pairs, about the use of technology in the future and ask them to write a paragraph using the first conditional about any technological invention.



LESSON PLAN 6

“VISIONS OF THE FUTURE”

- Objective:** At the end of the lesson, the students will be able to:
- Ask for and give instructions to use technology inventions.



Learning Cycle

➤ Experience

- ✓ Play the “**Four Corners**” activity.
 - Assign an item to each corner of the class. In this case, it may be used the following topics: TV (1), Tablet (2), Cell phone (3), and Vehicle (4).
 - Tell to the class that each student has to choose one topic or corner. They may choose the topic according to the future expectations they have towards the items listed.
 - Ask the students to form the groups according to the topic chosen. It is important to say that there is no limited number of students for each group (adapted from Peace Corps, 1992).

➤ Brainstorming

- ✓ After forming the groups, students interact sharing their opinions about the topic they chose why they choose it and how they think it will be in the future.
- ✓ Finally, select a student from each group and ask him to share with the whole class the different overviews of the group. The group with more participants will start sharing the overviews.

➤ Conceptualization

- ✓ Make a graphic organizer (See Annex 1) about a smartphone with the following questions:
 - How does it work?
 - How secure is it?
 - What can you do with it?

- ✓ Make the students see what phrases they can use when asking for and giving instructions.

➤ **Application**

- ✓ Make the students work on the following activities:

Listen to your teacher and complete the conversation with the phrases from the box:

you need to – all you have to – how do I – how does it work

Creating a Facebook Account

Kendra is telling her grandmother how to create a Facebook account.

Grandma: Hey Kendra how are you? Listen I want to create a Facebook account but I don't know how to do it. Can you help me out?

Kendra: Sure grandma. Let's get started. Here is my computer. It's already on.

Grandma: Dear granddaughter,

how do I go to internet?

Kendra: First, **you need to** click on the internet icon at the bottom of the screen.

Grandma: Like this?

Kendra: Yes. That's it. See... you have already entered to internet.

Now, click on Google search tab and write Facebook.





Grandma: Ok. Now what?

Kendra: Click on the first Facebook option you have on the screen.

Grandma: Ok. That's easy.

Kendra: Now, **all you have to** do is click on the "Register" option and fill in the blanks with your personal information.

Grandma: I see. Now, **how does it work?**

Kendra: Now you have to look for friends and that's it.

- ✓ Help the students prepare in groups a graphic organizer about the item they chose in the "four corners" activity.
- ✓ Ask the students to present the graphic organizer to the class.

➤ **Reflection**

- ✓ Make the students write a paragraph expressing their opinion about how different TVs and Cell Phones are from now and before. How necessary they will be in the future?

LESSON PLAN 7

“THE CHOICES WE MAKE”



Objective: At the end of the lesson, the students will be able to:

- Talk about life events happening in their community.
- Use “be going to” and “will” to talk about planned and unplanned decisions they will make in the future.



Learning Cycle

➤ Experience

- ✓ Show the students the **Picture Strip Story “Life Events” (Check CD)**.
 - This activity consists in showing a picture to students in order for them to predict what the next picture is going to be about.

List of vocabulary words for the picture strip story:

- | | |
|-----------------------------|-------------------|
| - Be born | - Go to college |
| - Finish School | - Go to school |
| - Get a job | - Have children |
| - Get married | - Retire |
| - Get your driver's license | - Take a year off |

➤ Brainstorming

- ✓ Encourage the students to talk about their plans for the future.
 - What are they going to do when they finish school?
 - Are they planning to get married? Why? When?
 - Are they planning to have children? When? How many?

➤ Conceptualization

- ✓ **Problem Posing:** Ask the students about the problem presented in the picture strip story.
- ✓ Help the students to:
 - Describe the situation.
 - Identify the problem.
 - Relate the problem to their situation.

- Analyse the reasons or the causes for the problem, and
- Look for a solution to the problem (as cited in Peace Corps, 1992).
- ✓ Present the students that “will” is used when the prediction is for sure and “going to” when it is a possibility.
- ✓ Show the students the structure used with “be going to” and “will”.

➤ Application

- ✓ Make the students work on the following activities:

Read the text: My Future Plans and Expectations. Highlight all the sentences containing “will”.

“My Future Plans and Expectations”

I often wonder about my future as I am about to finish Secondary School. The number one question on my mind is which profession should I choose? I want a profession that will satisfy me, challenge me, and bring me joy.

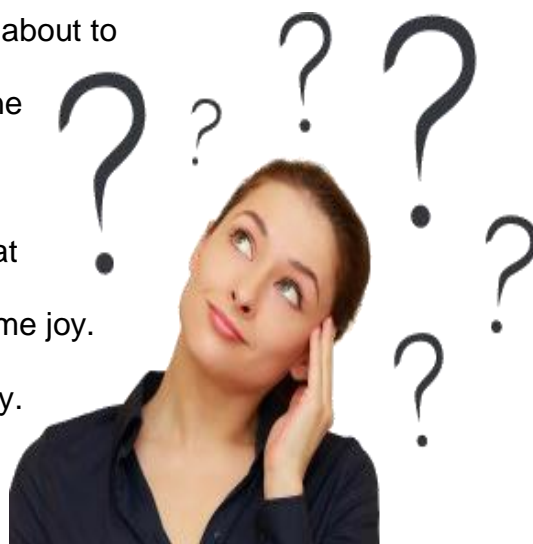
I believe that a job should be like a hobby.

I want to love my work.

First of all, As soon as I finish

Secondary School, **I will take the first important exam of my life** - the final graduation exam. **I will be tested in four different subjects**: the English and German languages, biology, and chemistry. After my graduation, **I will study at the Medical University to become a doctor.**

But now, I am focusing my attention on finishing my studies. Also, before I have a family, I would like to travel overseas. I want to see





countries like Japan, Finland and travel through the African continent. After I finish my education and travels, I plan to get married and have a family. I would like to live with my future family in a quiet, natural countryside setting (Anonymous, 2013).

Read the article again and answer the following questions:

1. Will the students be tested in French?

No, they won't.

2. What will he do after his graduation?

I will study at the Medical University to become a doctor.

3. Does he want to travel and visit other countries?

Yes, he does.

Complete the questions with “be going to” or “will”. Then, answer the questions with your own information.

1. When **will** you finish school?

I will finish school on...

2. When **will** you get your driver's licence?

I will get my driver's licence by...

3. Where **will** you live in ten years?

I will live in...

4. **Is** your friend **going to** go to college with you?

Yes, he is going / No, he is not going with me.

5. **Are** you **going to** get married soon?

Yes, I am / No, I am not going to get married soon



Match the questions with the answers.

1. **e** Are you going out?
2. **c** Where are you going Martha?
3. **f** What language are you going to study?
4. **a** Are Tom and Rita getting married next month?
5. **d** When will you travel to U.S.A?
6. **b** What are you going to do this afternoon?

- a. No, they're not.
- b. I'll go to the cinema.
- c. I'm going to pay the bills.
- d. We'll be there by July.
- e. Yes, I am. I will buy a smartphone.
- f. I'll definitely study English.

- ✓ Finally, make the students elaborate a time line, in pairs, about the plans of their partner.
 - One student tells his classmate about his plans and the other writes the line story. Then, students change roles.

➤ **Reflection**

- ✓ Students reflect about the life events they have lived. Tell them to write about what will happen in their future lives and situations in life that don't happen as we plan it.

A photograph showing a man and several students in light blue shirts participating in a community service activity. They are outdoors in a grassy area with trees in the background. The man in the foreground is smiling and holding two cans, preparing to put them into a cardboard box. Other students are in the background, also working with boxes and supplies.

LESSON PLAN 8

“THE CHOICES WE MAKE”

Objective: At the end of the lesson, the students will be able to:

- Identify containers and materials to re-use them to protect the environment
- Use Present Continuous and Simple present to talk about their plans when finishing school.



Learning Cycle

➤ Experience

- ✓ Play the Game “**Roundtable**”
 - Make the students form 4 groups of 10.
 - Set a timer from 1 to 2 minutes.
 - Give each group a piece of paper.
 - Tell the students they have to write as many materials and containers as they remember from previous classes.
 - Tell them that they should take turns writing the words. The first student writes one response, and passes the paper to the left.
 - Continues around group until time elapses.
 - Group stops when time is called.
 - The winner group will be that one which has more vocabulary words written correctly (adapted from Srinivas, n.d.).

After the game, practice the pronunciation of the vocabulary words of this lesson.

- | | |
|-----------------|------------------|
| - Cardboard box | - Metal can |
| - Cloth bag | - Paper bag |
| - Glass bottle | - Plastic bottle |
| - Glass jar | - Plastic carton |

➤ Brainstorming

- ✓ Ask the students the following questions:
 - What are you doing after finishing school?
 - Are you taking a year off? Why? Why not?



- Are you traveling somewhere? Where?

➤ **Conceptualization**

- ✓ Tell the students to imagine they are taking a year off after finishing school.
- ✓ Ask them the following question:
 - What are you doing during this year?
- ✓ Write the students' answers on the board in order to use them for showing them the structure of Present Continuous and Simple Present.
- ✓ Let the students notice that Present Continuous is used with future plans, and the Simple Present with scheduled future plans.

➤ **Application**

- ✓ Make the students work in the following activities:

Write sentences using the words given. Use the Present Continuous or Simple Present.

1. I / go / to the cinema / tonight

We are going to the cinema tonight.

2. The new TV show / start / on June 15

The new TV show starts on June 15.

3. The drugstore / close / at 10:00 p. m. tonight

The drugstore closes at 10:00 p.m. tonight.

4. Janneth and Mauricio / get married / in November

Janneth and Mauricio are getting married in November.

Complete the sentences with the present continuous or simple present.



1. She **is buying** a new fridge. (buy)
 2. The Olympic Games **end** on September 3. (end)
 3. The Latin Grammys **starts** at 8:00 p.m. (start)
 4. When **are** you **leaving** for Chicago? (leave)
 5. He **is not getting married** next month. (not get married)
- ✓ Tell the students to form groups of four. Give to each group a strip of paper (see Annex 2). Three students are going to be the shop assistants and the other student is the buyer. The buyer has to choose five items from the list and ask each shop assistant for the prices. He has to choose the cheapest ones (Adapted from British Council, 2013).

➤ **Reflection**

- ✓ Make the students talk about the advantages and disadvantages of taking a year off.
- Is it good for students? Why?
 - Is it necessary? Why?

Ask them to write a paragraph describing their future plans and expectations for their life.



LESSON PLAN 9

Agree

“THE CHOICES WE MAKE”

Disagree

Objective: At the end of the lesson, the students will be able to:

- Agree or disagree when talking about the best jobs and careers.



Learning Cycle

➤ Experience

- ✓ Play the Game “**Charades**”
 - Break the class into 2 teams.
 - Give each team some pieces of paper.
 - Let each team write down some ideas for the opposing team to act out. The students could write some hard clues to elicit the words given. The majority of the words written down must be related to jobs and university careers.
 - Each team must have a hat with a bunch of vocabulary words.
 - The students have to place the hat in front of the opposing team.
 - A player from the starting team should stand up, take a piece of paper from the hat, and perform / act out the vocabulary word. The team has 30 seconds to elicit the word acted out by their teammate.
 - If the group elicits the word correctly, it earns a point.
 - After the students have guessed the word, the next team starts (adapted from Cook, 2013).

➤ Brainstorming

- ✓ Ask the students the following questions:
 - What do you think is the best career? Why?
 - What are the best jobs? Why?



➤ Conceptualization

- ✓ Ask the students the following question:
 - What are the most important aspects to consider when choosing a career?
- ✓ Write the students' answers on the board and ask students if they agree or disagree with what their classmates told.
- ✓ Show the students the phrases used to agree or disagree.

➤ Application

- ✓ Make the students work in the following activities:

Listen to your teacher and complete the conversation with the phrases from the box:

Absolutely! - I disagree - I suppose you're right - Maybe, but I think

Katie and Lenny are talking about what they are going to do after graduation.

I'm going to get a degree

Katie: I'm so happy we are finishing school. I have been waiting this moment for years. What are you going to do after graduation?

Lenny: I don't know. I want to go to college but I'm not sure about what is the best career for me?

Katie: You have to choose something you like. I think people have to do what they love so that they can do it the best possible.

Lenny: **Maybe, but I think** we should also consider how well paid is the job. You know, money is important, too.

Katie: **I disagree.** I think money is not as important as happiness.

Lenny: **I suppose you're right.** So, what career did you chose?



Katie: Nursery. I love taking care of people who are in need. I think the best part of being a nurse is helping people.

Lenny: **Absolutely!**

- ✓ Give the students some time to think about the career they want to choose.
- ✓ Make the students talk to each other about the career they chose. Ask them to tell to each other if they agree or not with their classmate.
- ✓ Tell the students to form pairs to complete an “information gap” activity. (See Annex 3). (Taken from ESL Information Gap Exercises, n.d.).
 - Give one piece of paper to Student A and the other to Student B. Check that the pair has different papers.
 - Students have to talk to each other to find out the missing information.

➤ **Reflection**

- ✓ Make the students reflect about how important is volunteering.
 - Ask them if they would like to do it and what would they like to do.

Ask the students to write an application letter for university or for a volunteer job. Make sure they explain why they are choosing certain activity and what their goals for future are.

LESSON PLAN 10



Objective: At the end of the lesson, the students will be able to:

- Use accidents and injury verbs to describe accidents they have suffered.
- Use the Present Perfect to talk about accidents and injuries they have suffered in an indefinite time in the past.

Learning Cycle

➤ Experience

- ✓ Play the Game “**Hot Seat**”
 - Break the class into 2 teams.
 - Place a chair next to the board, facing the class as it is the “hot seat”.
 - Set a timer between 30 seconds to 1 minute.
 - Students from each team rotate turns sitting on the “hot seat”.
 - Write a vocabulary word behind the student so that he cannot see.
 - The team of the student seated on the “hot seat” has to give him some clues about the word written on the whiteboard in order for him to elicit the word written.
 - The student seated has 30s to 1 min. to guess the word.
 - Both teams can only speak English. If they speak their native tongue, erase a point from their score (adapted from Cook, 2013).

List of vocabulary words for the game:

- | | |
|---------|------------|
| - Bang | - Fall off |
| - Break | - Slip |
| - Burn | - Sprain |
| - Crash | - Trip |
| - Cut | |



➤ **Brainstorming**

- ✓ Encourage students to talk about sports or dangerous situations for people. Ask them for activities that can cause accidents.

➤ **Conceptualization**

- ✓ Show the students the power point presentation “Watch Out – Accidents and Injuries” (Check CD) with flashcards and sentences expressing the meaning of some verbs related to accidents and injuries.
- ✓ Ask the students:
 - What accidents have you suffered?
- ✓ Use the answers from the students in order to show how the structure of present perfect works.
- ✓ Teach them how to form the past participle form of regular verbs.
- ✓ Show the students how the contraction is used.

➤ **Application**

- ✓ Make the students work in the following activities:

Read the text: Taking the Risk. Highlight all the sentences containing the present perfect structure.

Taking the Risk

Sports World magazine recently spoke with Jenny Adams, Tom Barker, and Ray Lee about risky sports.

SW: Hang gliding is a dangerous sport, Jenny.

What do you enjoy about it, and **have you ever had an accident?**



Jenny: No, **I've never been hurt.** Maybe **I've been lucky.** Sometimes the wind can be too strong. Once, my glider turned upside down and I almost crashed, but I parachuted away just in time. Actually, **I've always felt that hang gliding is very safe.** And it is amazing to be able to fly like a bird.

SW: Tom **you've been mountain climbing for years** now. **What are some of the dangers you've experienced?**



Tom: When you're high up on the mountain, the conditions are hard on the human body. The air is thin, and you get tired. **I've lived through storms and bad weather.** But I like the challenge and I like overcoming danger. That's why I do it.

SW: Ray, **have you ever experienced any dangerous while scuba diving?**



Ray: Luckily, **I haven't.** But people can get the bends if they come up too quickly from deep under water. Bubbles form in the blood.

The bends can be serious, and can even cause death. But the condition is rare. Diving isn't really that dangerous. And the great thing is that it lets you



explore another world.

(Richards, Hull & Proctor, 2005)

Read the interviews again. Then complete the chart

	Sport	What they enjoy	The danger
Jenny	Hang Gliding	Fly like a bird	Wind can be too strong
Tom	Mountain Climbing	Overcoming danger	Storms and bad weather
Ray	Scuba Diving	Explore another world	Bends

Complete the sentences with the present perfect. Use the correct form of the verbs in parenthesis.

1. I **haven't broken** (not break) any leg before.
 2. My uncle **has painted** (paint) many houses.
 3. I **have worked** (work) as a chef in a restaurant for many years.
 4. My wife **has watched** (watch) "The Big Bang Theory" since it started.
 5. I **have** never **written** (write) a blog before.
 6. My family **has lived** (live) in Cuenca since 1920.
 7. My son **has learnt/ learned** (learn) how to make a cake.
- ✓ Ask the students to work on the "dictogloss" activity.
- Tell them they have to note down only key words which after they will use as a base for reconstruction.
 - Students in pairs try to reconstruct the text dictated by the teacher.



BLACK ROSE HAS LOST ALL ITS PETALS

Black Rose is our college's biggest band right now. Jody, Ed, Frank and Fliss got together at college in 2003. Since then, they've done four tours of the south west and they've released two CDs on the college label. They've had three tracks played in the national radios. They've just finished a tour at the Swan theatre, the football ground and the Nag's head pub in town. On the day before the last gig, we talked to lead singer, Jody.

Interviewer: Has the tour gone well?

Jody: It's been great the fans have been amazing. They've liked our new songs as well as the old ones.

Interviewer: the band has created its own sound over the last five years, hasn't it?

Jody: Yeah: we've worked hard on our music- we want to be unique.

Interviewer: have sales of the new album been good?

Jody: I'm not sure. I'm not really interested in that side of it.

Interviewer: are you looking forward to the final gig tonight in the college hall?

Jody: yes and no. It'll be a great gig-probably the best of this year. But I'm sorry the tour's over-we've had a really good time. We haven't argued. We've played well. I've loved it. Even the weather's been good! But we need to concentrate on our exams now (taken from Rollason, 2010, p. 19)!



- ✓ Finally, make the students work in pairs. They will choose 3 accidents: one that the student has truly suffered and 2 false accidents the student have never had before. Students have to say which is true and which is false.

➤ **Reflection**

- ✓ Ask the students to tell to each other any accident or injury they or a relative have had. They have to tell to each other what they have done to prevent an accident. Tell them to write a paragraph about their favourite sport and the accidents it can cause.



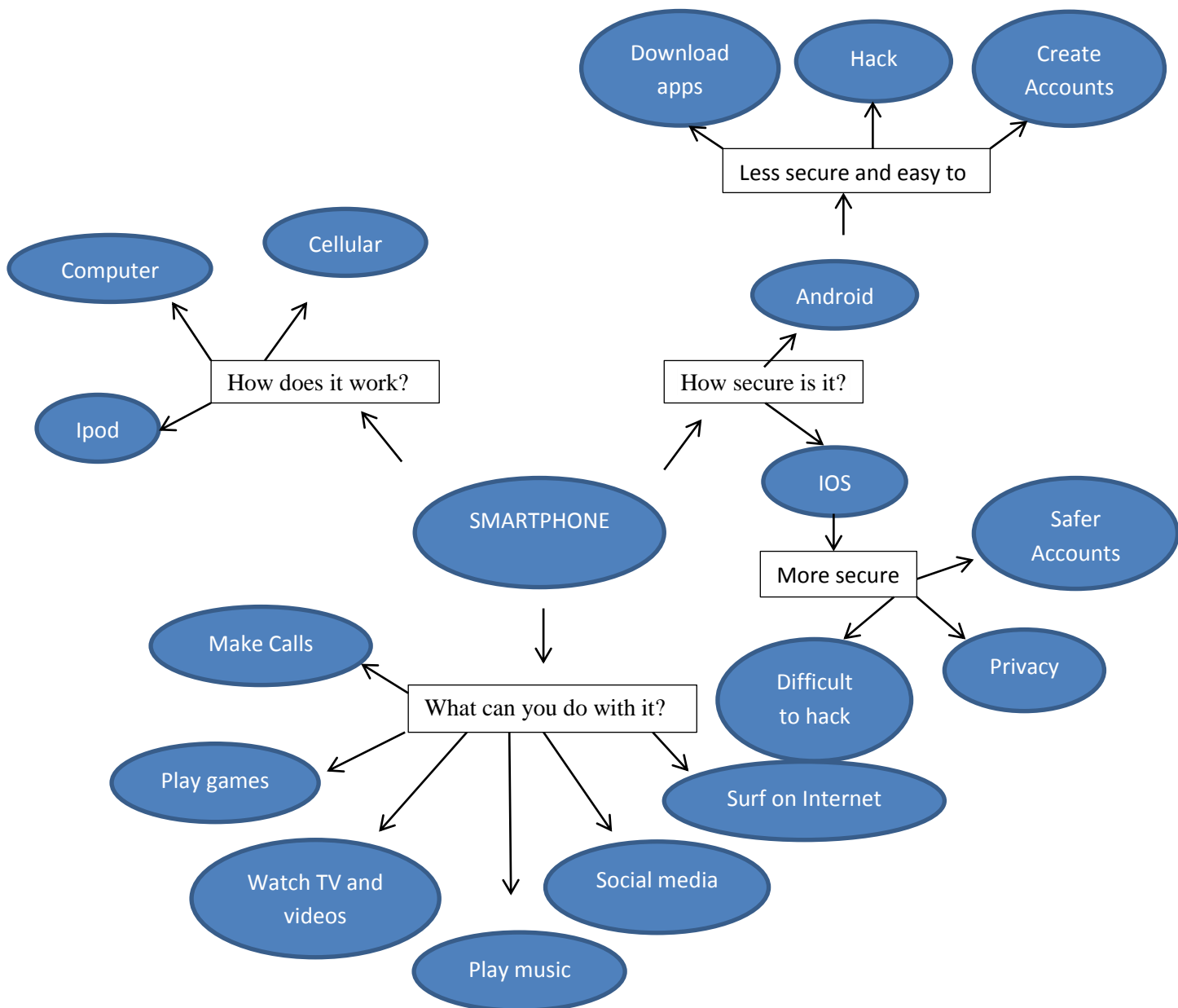
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ANNEXES

Annex 1: Graphic Organizer



Annex 2: Free Speaking Activity

List of Items
a metal can of tomatoes
a glass jar of jam
a box of chocolates
a carton of juice
a bar of chocolate
a bar of soap
a bunch of bananas
a bunch of grapes
a paper bag of bread
a plastic bottle of water
a packet of crisps
a plastic carton of biscuits
a glass bottle of wine

Things to Buy	Shop 1	Shop 2	Shop3

CUT -----

Shop 1 Price	
a metal can of tomatoes	\$ 0.43
a glass jar of jam	\$ 1.20
a box of chocolates	\$ 4.00
a carton of juice	\$ 0.85
a bar of chocolate	\$ 1.00
a bar of soap	\$ 1.10
a bunch of bananas	\$ 1.25
a bunch of grapes	\$ 2.00
a paper bag of bread	\$ 1.20
a plastic bottle of water	\$ 0.50
a packet of crisps	\$ 0.45
a plastic carton of biscuits	\$ 0.75
a glass bottle of wine	\$ 5.50



Shop 2 Price	
a metal can of tomatoes	\$ 0.29
a glass jar of jam	\$ 1.00
a box of chocolates	\$ 2.50
a carton of juice	\$ 0.69
a bar of chocolate	\$ 0.80
a bar of soap	\$ 0.60
a bunch of bananas	\$ 1.00
a bunch of grapes	\$ 1.00
a paper bag of bread	\$ 1.00
a plastic bottle of water	\$ 0.40
a packet of crisps	\$ 0.50
a plastic carton of biscuits	\$ 0.60
a glass bottle of wine	\$ 4.50

CUT -----

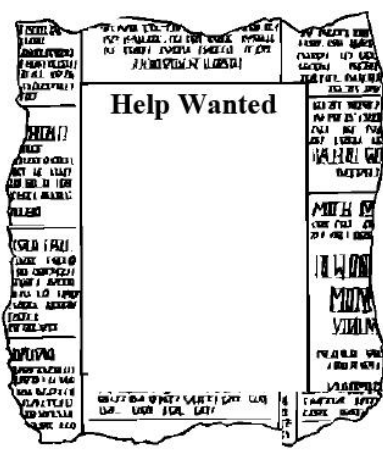
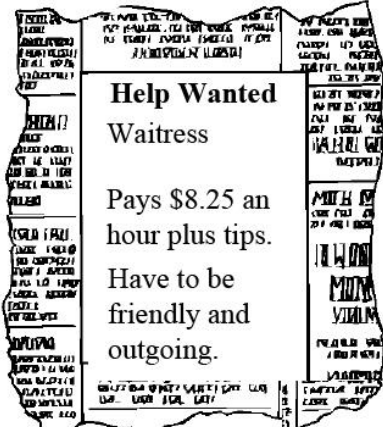
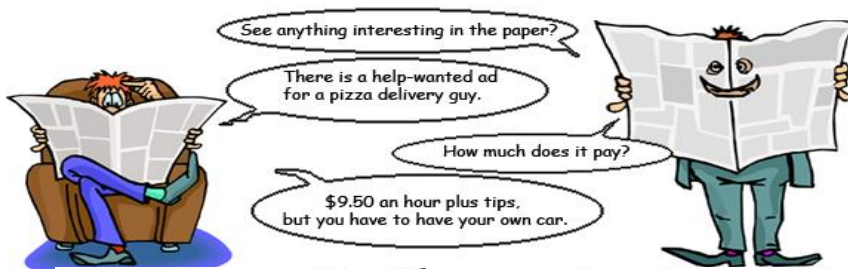
Shop 3 Price	
a metal can of tomatoes	\$ 0.50
a glass jar of jam	\$ 1.50
a box of chocolates	\$ 5.00
a carton of juice	\$ 0.92
a bar of chocolate	\$ 1.40
a bar of soap	\$ 0.60
a bunch of bananas	\$ 2.00
a bunch of grapes	\$ 1.80
a paper bag of bread	\$ 1.20
a plastic bottle of water	\$ 0.50
a packet of crisps	\$ 0.62
a plastic carton of biscuits	\$ 0.80
a glass bottle of wine	\$ 6.00

Annex 3: Information Gap Activity

- A Sheet

Look at the newspaper classifieds then share information about the help –wanted ads with your partner.

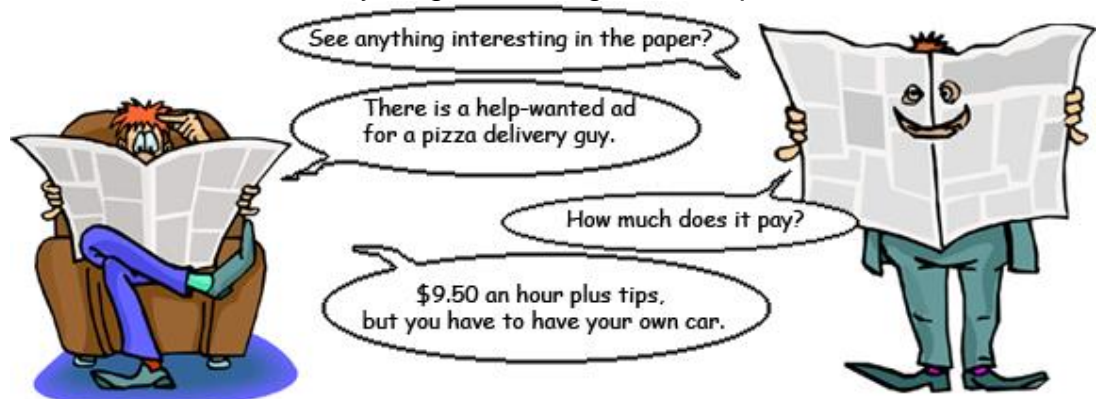
See Anything Interesting in the Paper?



- B Sheet

Look at the newspaper classifieds then share information about the help-wanted ads with your partner.

See Anything Interesting in the Paper?



Help Wanted
Pizza Delivery Guy.

Pays \$9.50 an hour plus tips.

Have to have your own car.

Help Wanted

Help Wanted
Sushi Chef

Pays \$13.50 an hour.

Must know how to prepare Sushi.

Help Wanted

Help Wanted
Telemarketer

Pays \$10.20 an hour plus commissions.

Must have sales experience.

Help Wanted

Help Wanted
Musicians:
Piano and Guitar

Pays \$120.00 a night.

Must have experience playing Jazz.

Help Wanted

Help Wanted
Gardner

Pay to be negotiated.

Need to have your own tools.



Annex 4: Rubrics for Assessing Written and Oral Skills

STORY RETELLING RUBRIC

Teacher Name: _____ Student Name: _____

CATEGORY	4	3	2	1
Sequence	Retells story in correct sequence leaving out no important parts of story.	Retells story in sequence with 2-3 omissions.	Retells story with several omissions, but maintains sequence of those told.	Retells story out of sequence.
Setting	Lots of vivid, descriptive words are used to tell the audience when and where the story takes place.	Some vivid, descriptive words are used to tell the audience when and where the story takes place.	The audience can figure out when and where the story took place, but there isn't much detail (e.g., once upon a time in a land far, far away).	The audience has trouble telling when and where the story takes place.
Vocabulary	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	Uses a varied vocabulary that is occasionally a little too simple or a little too hard for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.
Characters	The main characters are named and clearly described (through words and/or actions). The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described (through words and/or actions). The audience has a fairly good idea of what the characters look like.	The main characters are named. The audience knows very little about the main characters.	It is hard to tell who the main characters are.
Knows the Story	The storyteller knows the story well and has obviously practiced telling the story several times. There is no need for notes and the speaker speaks with confidence.	The storyteller knows the story pretty well and has practiced telling the story once or twice. May need notes	The storyteller knows some of the story, but did not appear to have practiced. May need notes 3-4 times, and	The storyteller could not tell the story without using notes.



		once or twice, but the speaker is relatively confident.	the speaker appears ill-at-ease.	
Voice (Created in rubistar.4teachers.org)	Always speaks loudly, slowly and clearly. Is easily understood by all audience members all the time	Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding.	Speaks too softly or mumbles. The audience often has trouble understanding.



ORAL INTERVIEW RUBRIC

Teacher Name: _____ Student Name: _____

CATEGORY	4	3	2	1
Setting Up the Interview	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.	The student asked permission to set up a time for the interview, but needed reminders to introduce himself and to tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.
Politeness	Student never interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed, but forgot to thank the person.	Several times, the student interrupted or hurried the person being interviewed AND forgot to thank the person.
Preparation	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
Follow-up Questions	The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.	The student asked a couple of follow-up questions based on what s/he thought the person said.	The student did not ask any follow-up questions based on what the person said.



Knowledge Gained	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
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(Created in rubistar.4teachers.org)



WRITING SAMPLE RUBRIC

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.



	"getting at."			
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(Created in rubistar.4teachers.org)

Annex 5: 10 Lesson Plans

UNIDAD EDUCATIVA TÉCNICO SALESIANO ENGLISH PLAN CAMPUS “YANUNCAY”



INFORMATIVE DATA

Subject: English

Teacher: -----

Course: Tenth

Curricular Block N°: 1 “Home, Sweet Home”

Skills with performance criteria/competencies: Using “COMPARATIVE ADJECTIVES” to talk about the qualities of two things and “SUPERLATIVE ADJECTIVES” to talk about the qualities of three or more things.

Time estimated: two hours (80 minutes)

Type of work: individual, pair, and group work.

Location: Classroom.

Date: -----

Number of suggested teaching- learning activities: 13

Objective: At the end of the lesson, the students will be able to:

- Identify furniture and household items to describe their houses.
- Use comparative and superlative degree of adjectives and adverbs to talk about qualities of the different types of houses in Ecuador.

LEARNING CYCLE

Learning cycle	ACTIVITIES	PARTICIPANTS		RESOURCES, TEACHING AIDS AND/OR SUPPORTING DOCUMENTS	TIME min.
		STU.	TEAC.		

EXPERIENCE	<ul style="list-style-type: none"> - Students play the game “Hot Seat” to learn the new vocabulary. It is important to say that they can make mistakes at any time. - After the game, the teacher and the students take some time to practice the pronunciation of the new words. 	X	X	Chair Timer Marker Whiteboard Booklet Game	15
BRAINSTORMING	<p>Students answer the following questions:</p> <ul style="list-style-type: none"> - What types of houses do you know? - How are the houses different in each region of Ecuador? - What materials are used to build a house in Ecuador? - What are the conditions in which people live in Ecuador? 	X	X	Booklet	10
CONCEPTUALIZATION	<ul style="list-style-type: none"> - Students see the power point presentation “Different Ecuadorian Regions” about the realities of living in the different regions of Ecuador. - Students share their opinions about the different types of houses. - Students compare the different types of houses presented in the PPP. They answer the questions: What house is bigger? What houses do you like the most? Why? - The teacher uses the answers from the students to show the comparative and superlative structure. 	X	X	Power Point Presentation Projector Booklet Markers Whiteboard	20



	<ul style="list-style-type: none"> - Students learn the rules to form the comparative and superlative of different adjectives. 				
APPLICATION	<ul style="list-style-type: none"> - Students read the text: San Cristobal: A Great Island to Visit. They have to highlight all the superlative adjectives found in the reading. After they have read the text, the teacher asks some questions about the use of each adjective found, the quantity they (the adjectives) are comparing (2 or more). After the discussion, they are presented some questions they have to answer according to the reading. - After that, students complete some sentences with the comparative adjectives and adverbs in parenthesis. - Next, Students play “Numbered Heads Together”. - Finally, students, in pairs, discuss about their own reality at home by comparing what they have at home. 	X	X	Booklet Pen/Pencil Pieces of paper Game	25
REFLECTION	<ul style="list-style-type: none"> - After discussing all the facts about housing, furniture, and household items, Students see the same power point showed at the beginning. Then, they discuss about the reality of each region and write their opinions about which one is the best for them and why. 	X	X	Power Point Presentation Booklet Pen/Pencil	10



Bibliography: Cabrera, J., Lombaida, M. (2016). *Creative: English to large classes*. Cuenca: University of Cuenca.

Area Coordinator

Teacher



**UNIDAD EDUCATIVA TÉCNICO SALESIANO
CAMPUS “YANUNCAY”
ENGLISH PLAN
INFORMATION DATA**



Subject: English

Teacher: -----

Course: Tenth

Curricular Block N°: 1 “Home, Sweet, Home”

Skills with performance criteria: Using “SHOULD” to be able to give advice and recommendations, “HAVE TO” to talk about responsibilities, “NOT HAVE TO” to talk about things that are not required, and “MUST” to talk about obligations.

Number of suggested teaching-learning activities: 12

Estimated Time: two hours (80 minutes)

Type of work: individual, pair, and group work **Location:** Classroom **Date:** -----

Activity Objective: At the end of the lesson, students will be able to:

- Identify and talk about household appliances and how to use them.
- Use modal verbs to give advice, to talk about their responsibilities and obligations at home.
-

LEARNING CYCLE

Learning cycle	ACTIVITIES	PARTICIPANTS		RESOURCES, TEACHING AIDS AND/OR SUPPORTING	TIME min.
		STU.	TEAC.		

				DOCUMENTS	
EXPERIENCE	<ul style="list-style-type: none"> - Students play the game “Charades” to learn the new vocabulary. It is important to say that students can make mistake at any time. - After the game, the teacher and the students take some time to practice the pronunciation of the new words. 	X	X	Timer Pieces of paper Pen/Pencil Hat Game	15
BRAINSTORMING	<ul style="list-style-type: none"> - Students discuss about the ways the appliances from the vocabulary section should/shouldn't be used at home, how they (students) have to plug them in, and when they (students) must/must not use them. 	X	X	Booklet	10
CONCEPTUALIZATION	<ul style="list-style-type: none"> - Students answer the question: What obligations do you have at home? - The teacher uses the students' answers to show the use of modal verbs. - Students understand the difference among “must”, “have to”, and “should”. - Students realize when to use each one of them. 	X	X	Booklet Markers Whiteboard	20
APPLICATION	<ul style="list-style-type: none"> - Students complete an activity that contains sentences using “must”, “have to”, and “should”. They have to write: (A) if 	X	X	Booklet Pen/Pencil	25



	<p>the sentence shows advice, (R) if it shows responsibility or (O) if it shows obligation.</p> <ul style="list-style-type: none"> - Students receive some sentences with two possible options. They have to choose the correct one. - Students complete the sentences with the affirmative or negative form of the words in parenthesis. - Students talk, in pairs, about their own obligations at home and talk about why they like and why they don't like to do certain household chore. 				
REFLECTION	<ul style="list-style-type: none"> - Students compare what they have to and what they don't have to do at their homes and write advice to his classmate about chores in which he can help. 	X	X	Booklet Pen/Pencil	10

Bibliography: Cabrera, J., Lombaida, M. (2016). *Creative: English to large classes*. Cuenca: University of Cuenca.

Area Coordinator

Teacher



**UNIDAD EDUCATIVA TÉCNICO SALESIANO
ENGLISH PLAN
CAMPUS “YANUNCAY”
INFORMATIVE DATA**



Subject: English

Teacher: -----

Course: Tenth

Curricular Block Nº: 1 “Home, Sweet Home”

Skills with performance criteria/competencies: Using “CAN”, “COULD”, “WOULD” and “WILL” for asking for and offering help.

Time estimated: two hours (80 minutes)

Type of work: individual, pair, and group work.

Location: Classroom.

Date: -----

Number of suggested teaching- learning activities: 12

Objective: At the end of the lesson, the students will be able to:

- Ask for and offer help when they need it.

LEARNING CYCLE

Learning cycle	ACTIVITIES	PARTICIPANTS		RESOURCES, TEACHING AIDS AND/OR SUPPORTING DOCUMENTS	TIME min.
		STU.	TEAC.		

EXPERIENCE	<ul style="list-style-type: none"> - Students play the game “Roundtable” to practice the vocabulary learnt in previous classes. It is important to say that students can make mistake at any time. - After the game, the teacher and the students take some time to practice the pronunciation of the new words. 	X	X	Timer Pieces of paper Pen/Pencil Game	15
BRAINSTORMING	<p>Students answer the questions:</p> <ul style="list-style-type: none"> - Do you prefer to live in a house or apartment? Why? - Do you like to help at home? Why? - What household chores do you do at home? 	X	X		10
CONCEPTUALIZATION	<ul style="list-style-type: none"> - Students read the dialogue: “I have to clean the house”. - Students underline the phrases they think are used to ask for and offer help. - Students realize what phrases are used to ask for and offer help. - Students listen to the teacher for the correct intonation of the phrases.. 	X	X	Booklet Markers Whiteboard	20
APPLICATION	<ul style="list-style-type: none"> - Students receive an incomplete dialogue in which they have to write the phrases used to ask for and offer help where corresponds. - Students prepare a short dialogue using 	X	X	Booklet Pen/Pencil	25

	<p>the phrases used to ask for and offer help.</p> <ul style="list-style-type: none"> - Students perform the dialogue in front of the class. 				
REFLECTION	<ul style="list-style-type: none"> - Students talk about the advantages and disadvantages to living in the countryside and the city. What do they prefer? - Students write an email describing their houses using the vocabulary learnt in this unit. 	X	X	Booklet Pen/Pencil	10

Bibliography: Cabrera, J., Lombaida, M. (2016). *Creative: English to large classes*. Cuenca: University of Cuenca.

Area Coordinator

Teacher

**UNIDAD EDUCATIVA TÉCNICO SALESIANO
ENGLISH PLAN
CAMPUS “YANUNCAY”
INFORMATIVE DATA**



Subject: English

Teacher: -----

Course: Tenth

Curricular Block Nº: 1 “Visions of the future”

Skills with performance criteria/competencies: Using will and won’t to talk about predictions.

Time estimated: two hours (80 minutes)

Type of work: individual, pair, and group work.

Location: Classroom.

Date: -----

Number of suggested teaching- learning activities: 13

Objective: At the end of the class, students will be able to:

- Recognize and describe computers and communication vocabulary to talk about technological advancements in the future.
- Use “will” and “won’t” to talk about the future technology inventions.

LEARNING CYCLE

Learning cycle	ACTIVITIES	PARTICIPANTS		RESOURCES, TEACHING AIDS AND/OR SUPPORTING DOCUMENTS	TIME min.
		STU.	TEAC.		
EXPERIENCE	- Students play the game “Word Relay” to learn the new vocabulary. It is important to say that students can make mistake at any time.	X	X	Markers Whiteboard Game	15

	<ul style="list-style-type: none"> - After the game, the teacher and the students take some time to practice the pronunciation of the new words. 				
BRAINSTORMING	<p>Students answer the questions:</p> <ul style="list-style-type: none"> - What technological items do we have today and our parents didn't? - How, do you think, technology will be like in the future? 	X	X		10
CONCEPTUALIZATION	<ul style="list-style-type: none"> - Students watch the video "The Five Future Technology Inventions". - After watching the video, the students answer the questions: Do you think technology will be like the one in the video? What technological items there will be? What technological items there won't be? How, do you think, technology will be in the future? - The teacher uses the students' answers in order to show the structure. - Students see how the "will" and "won't" are used to form sentences, questions and answers. - Students realize the contractions that can be used in short answers. 	X	X	Projector Video Booklet Markers Whiteboard	20



APPLICATION	<ul style="list-style-type: none"> - Students read the text: “The Future of Technology: Cell phones back and now”. They have to highlight all the sentences containing “will” and “won’t”. - After the students have read the text, they are presented some incomplete sentences with different answers. They have to choose the correct one according to the reading and circle it. - Next, students work with the “Scrambled Sentences” activity. Students receive some sentences in disorder. They have to put the sentences in the correct order and use “will” or “won’t” where it corresponds. - Finally, students discuss, in pairs, about how they think the future will be. 	X	X	Booklet Pen/Pencil	25
REFLECTION	<ul style="list-style-type: none"> - Students talk, in pairs, about the advantages and disadvantages of technology. They write their opinion about the following questions: Is it good for humans? Why? Is technology replacing humans at jobs? How? Do you want technology to continue developing? Why? Students use definitely, certainly, probably, maybe, and perhaps. 	X	X	Booklet Pen/Pencil	10



Bibliography: Cabrera, J., Lombaida, M. (2016). *Creative: English to large classes*. Cuenca: University of Cuenca.

Area Coordinator

Teacher



**UNIDAD EDUCATIVA TÉCNICO SALESIANO
CAMPUS “YANUNCAY”
ENGLISH PLAN
INFORMATION DATA**



Subject: English

Teacher: -----

Course: Tenth

Curricular Block N°: 1 Visions of the Future

Skills with performance criteria: Using the first conditional with will (not), may (not), and might (not) to talk about possible results of future actions.

Number of suggested teaching-learning activities: 9

Estimated Time: two hours (80 minutes)

Type of work: individual, pair, and group work **Location:** Classroom **Date:** -----

Activity Objective: At the end of the class students will be able to:

- Identify and use technology verbs to give instructions about how to use electronic devices.
- Use the first conditional to show result or possible results of the future.

LEARNING CYCLE

Learning cycle	ACTIVITIES	PARTICIPANTS		RESOURCES, TEACHING AIDS AND/OR SUPPORTING DOCUMENTS	TIME min.
		STU.	TEAC.		



EXPERIENCE	<ul style="list-style-type: none"> - Students work in a guessing activity to learn the new vocabulary. It is important to say that students can make mistake at any time. - After the game, the teacher and the students take some time to practice the pronunciation of the new words. 	X	X	Booklet Pen/Pencil	15
BRAINSTORMING	<p>Students answer the questions:</p> <ul style="list-style-type: none"> - Who wants to work with computers in the future? Why? - What would you do if you work in a computer company in the future? 	X	X	Markers Whiteboard	10
CONCEPTUALIZATION	<ul style="list-style-type: none"> - The teacher uses the students' answer in order to show the use of the first conditional. - Students notice that the first conditional can come at the beginning or the end of the sentences. - Students understand when to use "will", "may", and "might". 	X	X	Booklet Markers Whiteboard	20
APPLICATION	<ul style="list-style-type: none"> - Students work with sentences in which they have to choose the correct option. - Students play the game "Bragging Rights". 	X	X	Booklet Pen/Pencil	25



REFLECTION	- Students reflect about the use of technology in the future. They write a paragraph using the first conditional about any technological invention.	X	X	Booklet Pen/Pencil	10
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Bibliography: Cabrera, J., Lombaida, M. (2016). *Creative: English to large classes*. Cuenca: University of Cuenca.

Area Coordinator

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**UNIDAD EDUCATIVA TÉCNICO SALESIANO
ENGLISH PLAN
CAMPUS “YANUNCAY”
INFORMATIVE DATA**



Subject: English

Teacher: -----

Course: Tenth

Curricular Block Nº: 1 Visions of the Future

Skills with performance criteria/competencies: Asking for and giving instructions.

Time estimated: two hours (80 minutes)

Type of work: individual and pair work.

Location: Classroom.

Date: -----

Number of suggested teaching- learning activities: 8

Objective: At the end of the class, students will be able to:

- Ask for and give instructions to use technology inventions.

LEARNING CYCLE

Learning cycle	ACTIVITIES	PARTICIPANTS		RESOURCES, TEACHING AIDS AND/OR SUPPORTING DOCUMENTS	TIME min.
		STU.	TEAC.		
EXPERIENCE	- Students play the “Four Corners” game in order to form groups and choose an item given by the teacher.	X	X	Markers Whiteboard	15

BRAINSTORMING	<ul style="list-style-type: none"> - After forming the groups, the students discuss why they chose that item, and how they think it will be in the future. The group share their opinion with the class. 	X	X	Markers Whiteboard	10
CONCEPTUALIZATION	<ul style="list-style-type: none"> - Students see a graphic organizer about a smartphone. How does it work? How secure is it? What can you do with it? - Students see what phrases they can use when asking for and giving instructions. 	X	X	Booklet Markers Whiteboard	20
APPLICATION	<ul style="list-style-type: none"> - Students receive an incomplete dialogue in which they have to write the language phrases, used to ask for and give instructions, where corresponds. - Students prepare in groups a graphic organizer about the item they chose in the “four corners” activity. - Students present the graphic organizer to the class 	X	X	Booklet Pen/Pencil	25
REFLECTION	<ul style="list-style-type: none"> - Students write a paragraph expressing their opinion about how different TVs and Cell Phones are from now and before. How necessary they will be in the future? 	X	X	Booklet Pen/Pencil	10

Bibliography: Cabrera, J., Lombaida, M. (2016). *Creative: English to large classes*. Cuenca: University of Cuenca.

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CAMPUS “YANUNCAY”
INFORMATIVE DATA**



Subject: English

Teacher: -----

Course: Tenth

Curricular Block Nº: 1 The Choices We Make

Skills with performance criteria/competencies: Using be going and will to talk about future plans.

Time estimated: two hours (80 minutes)

Type of work: individual, pair, and group work.

Location: Classroom.

Date: -----

Number of suggested teaching- learning activities: 11

Objective: At the end of the lesson, students will be able to:

- Talk about life events happening in their community.
- Use “be going” and “will” to talk about planned and unplanned decisions they will make in the future.

LEARNING CYCLE

Learning cycle	ACTIVITIES	PARTICIPANTS		RESOURCES, TEACHING AIDS AND/OR SUPPORTING DOCUMENTS	TIME min.
		STU.	TEAC.		
EXPERIENCE	- Students see the “ Picture Strip Story-Life Events ” to learn the new vocabulary. It is important to say that students can make mistakes at any time.	X	X	Markers Whiteboard Projector Power Point	15

	<ul style="list-style-type: none"> - After the story, the teacher and the students take some time to practice the pronunciation of the new words. 			Presentation	
BRAINSTORMING	<p>Students talk about their plans for the future. They answer the following questions:</p> <ul style="list-style-type: none"> - What are they going to do when they finish school? - Are they planning to get married? Why? When? - Are they planning to have children? When? How many? 	X	X	Markers Whiteboard	10
CONCEPTUALIZATION	<ul style="list-style-type: none"> - Problem Posing. Students listen to a problem through a story told by the teacher. Students need to: describe the situation, identify the problem, relate the problem to their situation, analyse the reasons or the causes for the problem, and look for a solution to the problem. - Students see that “will” is used when the prediction is for sure and “going to” when it is a possibility. - Show the students the structure use with “be going to” and “will”. 	X	X	Booklet Markers Whiteboard	20
APPLICATION	<ul style="list-style-type: none"> - Students read the text: “My future plans and expectations”. They highlight all the sentences containing “will”. - Next, students answer the questions by 	X	X	Booklet Pen/Pencil	25

	<p>reading the text again.</p> <ul style="list-style-type: none"> - Students complete the questions with “be going to” or “will”. Then, they have to answer the questions with their own information. - Students match the questions with the correct answers. - Finally, Students elaborate a time line in pairs about the plans of their partner. 				
REFLECTION	<ul style="list-style-type: none"> - Students reflect about the life events they have lived. They write about what will happen in their future lives and situations in life that don’t happen as we plan it. 	X	X	Booklet Pen/Pencil	10

Bibliography: Cabrera, J., Lombaida, M. (2016). *Creative: English to large classes*. Cuenca: University of Cuenca.

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ENGLISH PLAN
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Subject: English

Teacher: -----

Course: Tenth

Curricular Block N° 1: The Choices We Make

Skills with performance criteria: Using “PRESENT CONTINUOS” to talk about future plans and “SIMPLE PRESENT” to talk about scheduled future events.

Number of suggested teaching-learning activities: 11

Estimated Time: two hours (80 minutes)

Type of work: individual, pair, and group work **Location:** Classroom **Date:** -----

Activity Objective: At the end of the class, students will be able to:

- Identify containers and materials to re-use them to protect the environment.
- Use Present Continuous and Simple present to talk about their plans when finishing school.

LEARNING CYCLE

Learning cycle	ACTIVITIES	PARTICIPANTS		RESOURCES, TEACHING AIDS AND/OR SUPPORTING DOCUMENTS	TIME min.
		STU.	TEAC.		

EXPERIENCE	<ul style="list-style-type: none"> - Students play the game “Roundtable” to learn the new vocabulary. It is important to say that students can make mistakes at any time. - After the game, the teacher and the students take some time to practice the pronunciation of the new words. 	X	X	Piece of paper Pen/Pencil	15
BRAINSTORMING	<p>Students answer the following questions:</p> <ul style="list-style-type: none"> - What are you going to do after finishing school? - Are you taking a year off? Why? Why not? - Are you travelling somewhere? Where? 	X	X	Markers Whiteboard	10
CONCEPTUALIZATION	<ul style="list-style-type: none"> - Students imagine that they are taking a year off. They answer the question: What are you doing during this year? - The teacher uses the answers given by the students to show the structure. - Students notice that present continuous is used with future plans, and the simple present with scheduled future plans. 	X	X	Booklet Markers Whiteboard	20
APPLICATION	<ul style="list-style-type: none"> - Students form sentences by using the words given. - Students complete some sentences with the present continuous and the simple present. - Students complete a free speaking 	X	X	Booklet Pen/Pencil	25



	activity in groups.				
REFLECTION	<ul style="list-style-type: none"> - Students talk about the advantages and disadvantages of taking a year off. Is it good for students? Why? Is it necessary? Why? - Students write a paragraph describing their future plans and expectations for their life. 	X	X	Booklet Pen/Pencil	10

Bibliography: Cabrera, J., Lombaida, M. (2016). *Creative: English to large classes*. Cuenca: University of Cuenca.

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UNIDAD EDUCATIVA TÉCNICO SALESIANO
ENGLISH PLAN
CAMPUS “YANUNCAY”
INFORMATIVE DATA



Subject: English

Teacher: -----

Course: Tenth

Curricular Block Nº: 1 Visions of the Future

Skills with performance criteria/competencies: Agreeing and disagreeing.

Time estimated: two hours (80 minutes)

Type of work: individual and pair work.

Location: Classroom.

Date: -----

Number of suggested teaching- learning activities: 12

Objective: At the end of the class, students will be able to:

- Agree or disagree when talking about the best jobs and careers.

LEARNING CYCLE

Learning cycle	ACTIVITIES	PARTICIPANTS		RESOURCES, TEACHING AIDS AND/OR SUPPORTING DOCUMENTS	TIME min.
		STU.	TEAC.		
EXPERIENCE	<ul style="list-style-type: none"> - Students play the game “Charades” to learn the new vocabulary. It is important to say that students can make mistakes at any time. - After the game, the teacher and the 	X	X	Markers Whiteboard	15

	students take some time to practice the pronunciation of the new words.				
BRAINSTORMING	<p>Students answer the following questions:</p> <ul style="list-style-type: none"> - What do you think is the best career? Why? - What are the best jobs? Why? 	X	X	Markers Whiteboard	10
CONCEPTUALIZATION	<ul style="list-style-type: none"> - Students answer the question: What are the most important aspects to consider when choosing a career. - The teacher shows the students the phrases used to agree or disagree. - The students say if they agree or disagree with their classmates. 	X	X	Booklet Markers Whiteboard	20
APPLICATION	<ul style="list-style-type: none"> - Students receive an incomplete dialogue in which the students have to write the language phrases used to agree or disagree where correspond. - Students choose a career and the aspects important to choose it. - Students discuss in pairs about their decision to choose certain career and why. They show their opinions to each other agreeing or disagreeing. - Students, in pairs, complete an “information gap” activity. 	X	X	Booklet Pen/Pencil	25

REFLECTION	<ul style="list-style-type: none">- Students reflect about how important is volunteering. Would you like to do it? What would you like to do?- Students write an application letter for university or for a volunteer job. Make sure they explain why they are choosing certain activity and what their goals for future are.	X	X	Booklet	10
				Pen/Pencil	

Bibliography: Cabrera, J., Lombaida, M. (2016). *Creative: English to large classes*. Cuenca: University of Cuenca.

Area Coordinator

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INFORMATIVE DATA



Subject: English

Teacher: -----

Course: Tenth

Curricular Block N°: 1 “Watch Out”

Skills with performance criteria/competencies: Using Present Perfect with regular and irregular verbs to talk about experiences that happened at an indefinite time in the past.

Time estimated: two hours (80 minutes)

Type of work: individual and pair work.

Location: Classroom.

Date: -----

Number of suggested teaching- learning activities: 14

Objective: At the end of the class, students will be able to:

- Use accidents and injury verbs to describe accidents they have suffered.
- Use the Present Perfect to talk about accidents and injuries they have suffered in an indefinite time in the past.

LEARNING CYCLE

Learning cycle	ACTIVITIES	PARTICIPANTS		RESOURCES, TEACHING AIDS AND/OR SUPPORTING DOCUMENTS	TIME min.
		STU.	TEAC.		
EXPERIENCE	- Students play the game “Hot Seat” to learn the new vocabulary. It is important to say that students can make mistakes at any	X	X	Markers Whiteboard	15

	<p>time.</p> <ul style="list-style-type: none"> - After the game, the teacher and the students take some time to practice the pronunciation of the new words. 				
BRAINSTORMING	<ul style="list-style-type: none"> - Students talk about sports or dangerous situations for people as well as activities that can cause accidents. 	X	X	Markers Whiteboard	10
CONCEPTUALIZATION	<ul style="list-style-type: none"> - Students see the power point presentation “Watch Out-Accidents and Injuries” with flashcards and sentences expressing the meaning of some verbs related to accidents and injuries. This presentation will help students understand the meaning of certain words. - Students answer the question: What accidents have you suffered? - The teacher uses the answers from the students in order to show how the structure works. - Students learn how to form the past participle form of regular verbs. - Students understand how the contraction is used. 	X	X	Booklet Markers Whiteboard	20
APPLICATION	<ul style="list-style-type: none"> - Students read the text: “Taking the Risk”. They have to highlight all the sentences containing the present perfect structure. - Students complete a chart with the information from the text. 	X	X	Booklet Pen/Pencil	25



	<ul style="list-style-type: none"> - Students complete some sentences with the present perfect. - Students work with the “dictogloss” activity. - Students choose 3 accident one true and 2 false. Students have to say which is true and which is false. 				
REFLECTION	<ul style="list-style-type: none"> - Students have to tell to each other any accident or injury they or a relative have had. They answer the question: What have you done to prevent an accident? Students write a paragraph about their favourite sport and the accidents it can cause. 	X	X	Booklet Pen/Pencil	10

Bibliography: Cabrera, J., Lombaida, M. (2016). *Creative: English to large classes*. Cuenca: University of Cuenca.

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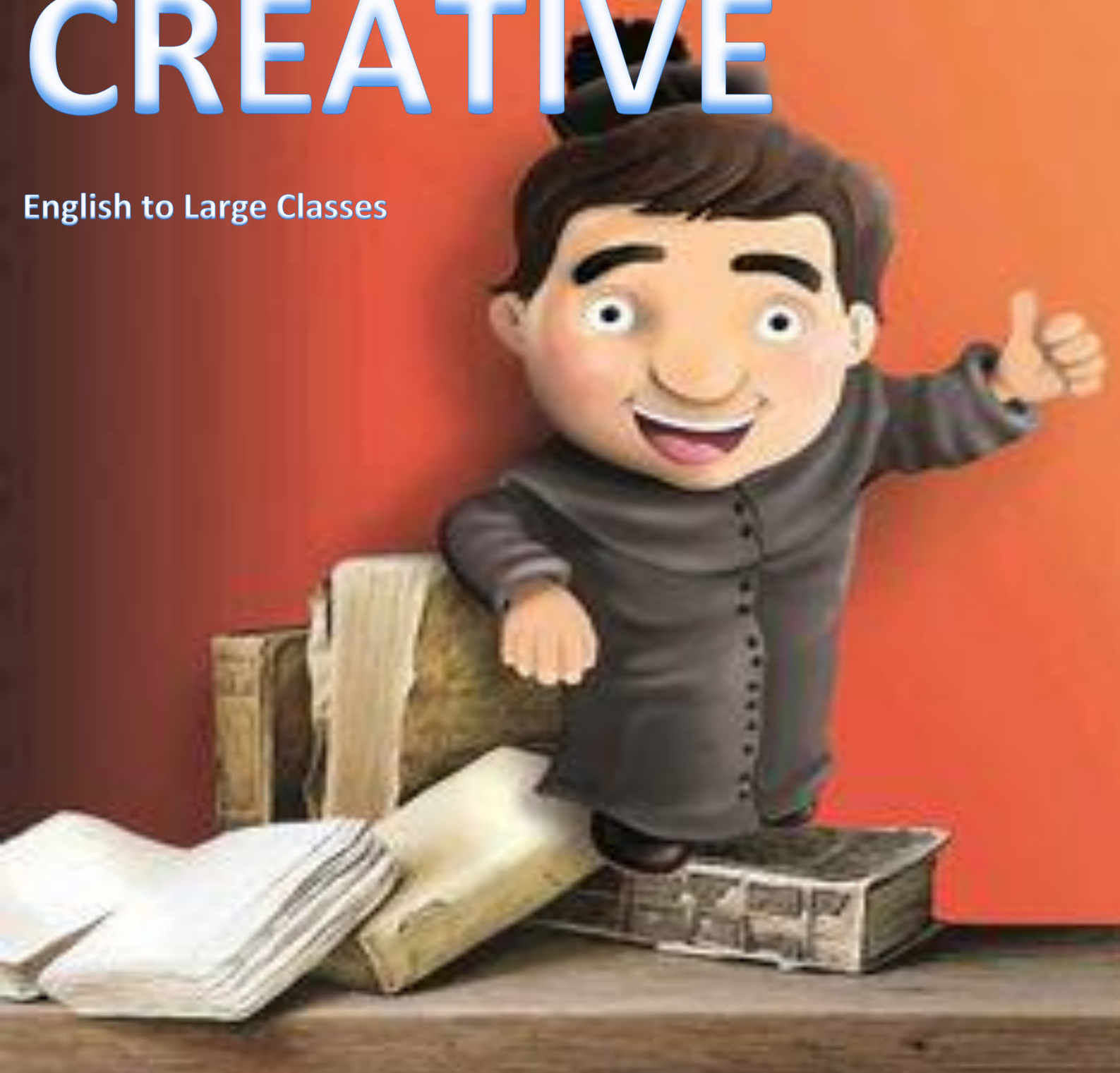
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CREATIVE

English to Large Classes



JANNETH CABRERA – MAURICIO LOMBAJDA

CREATIVE

ENGLISH TO LARGE CLASSES

Janneth Cabrera – Mauricio Lombaida

Student's Book



UNIVERSIDAD DE CUENCA
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Mr. Andrew Torres, student of tenth grade “C”.

Mr. Juan Reinoso, student of tenth grade “F”.

Creative: English to large classes is a booklet designed exclusively to work with English large classes. It will help you to learn, practice and improve your English Communicative skills. This booklet has a well-managed learning cycle and the objectives each lesson should cover. Also, the learning cycle has an Experience, Conceptualization, Application, and Reflection section, as well as brainstorming and vocabulary. All the lessons start with a communicative activity or game (see *Annex 1*) which will be useful for you to recognize and follow instructions.

The objectives and the content are directly linked to our reality and contain real-world information. The vocabulary sections have got colorful pictures to describe each vocabulary word and to ease your understanding. The dialogues and conversations presented are meant to introduce real vocabulary and grammar points. All the lessons contain grammar charts with the respective use of the grammar introduced in both conversations or dialogues and readings.

In the application section, you will find controlled, guided and free practice activities. Each activity will help you to achieve the objectives presented at the beginning of each lesson. Also, the reading section is linked to the conceptualization or the application part depending on the objectives.

At the end of this book, you can find some annexes, in which you can find some games to work in class and the rubrics the teacher will use when assessing written and oral skills (see *Annex 2*).

We hope this booklet will help you learn better in an English large class; and at the same time, you will improve your communicative skills and become more confident in English.

UNIT	VOCABULARY	GRAMMAR	CONVERSATION
1 HOME, SWEET HOME	<ul style="list-style-type: none"> ◇ Furniture and household items ◇ Household appliances 	<ul style="list-style-type: none"> ◇ Comparative and superlative adjectives and adverbs ◇ Should (not), (not) have to, must (not) 	<ul style="list-style-type: none"> ◇ Asking for and offering help
2 VISIONS OF THE FUTURE	<ul style="list-style-type: none"> ◇ Computers and communication ◇ Technology verbs 	<ul style="list-style-type: none"> ◇ Will and won't for predictions ◇ Adverbs of possibility ◇ First conditional with will (not), may (not), and might (not) 	<ul style="list-style-type: none"> ◇ Asking for and giving instructions
3 THE CHOICES WE MAKE	<ul style="list-style-type: none"> ◇ Life events ◇ Containers and materials 	<ul style="list-style-type: none"> ◇ Be going to and will ◇ Present continuous and simple present for future 	<ul style="list-style-type: none"> ◇ Agreeing and disagreeing

4 WATCH OUT!	◇ Accident and injury verbs	◇ Present perfect statements with regular and irregular verbs	
WRITING	READING	ACCURACY AND FLUENCY	SPEAKING OUTCOMES
An email describing your house	◇ San Cristobal: A great island to visit ◇ I have to clean the house	◇ Using must for obligation	◇ I can... Identify rooms in a house and household items Compare two or more rooms Identify and talk about household appliances Ask for and offer help Talk about the kind of house I'd like to live in
An opinion paragraph	◇ The future of technology : Cellphones , back and now	◇ First conditional vs. simple present ◇ Using commas with if clauses	◇ I can... Talk about computers and technology Make predictions about the future Talk about how to use technology Ask for and give instructions Talk about how are cellphones today and in the future
An application letter	◇ My future plans and expectations	◇ Present continuous for future arrangement ◇ Using think,	◇ I can... Identify and talk about life events Discuss future plans and predictions Talk about future plans and schedule

		probably, and maybe with will	events Agree and disagree with someone Talk about places and activities I'd like to volunteer
A report about your favorite sport	◇ Taking the risk	◇ The present perfect with never ◇ Forming past participles ◇ Using accident and injury verbs	◇ I can.... Talk about accidents and injuries Talk about things I have and haven't done
(adapted from Goldstein and Jones. 2015)			

A photograph of a well-furnished living room. In the center is a stone fireplace with a wooden mantel. To the left is a large leather sofa with patterned cushions. To the right is a matching leather armchair. In front of the fireplace is a dark wood coffee table with ornate metal legs, holding a tray of fruit and some books. The room is decorated with a patterned rug, a large potted plant, and various decorative items on shelves and the mantel. The text "LESSON PLAN 1" is overlaid in large blue letters, and "HOME, SWEET HOME" is overlaid in smaller blue letters below it.

LESSON PLAN 1

“HOME, SWEET HOME”

Objectives: At the end of the lesson, you will be able to:

- Identify furniture and household items to describe your house.
- Use comparative and superlative adjectives and adverbs to talk about the qualities of the different types of houses in Ecuador.

Learning Cycle

➤ Experience

- ✓ Play the Game “Hot Seat”

List of vocabulary words for this lesson:

FURNITURE AND HOUSEHOLD ITEMS



<p>- Bed</p> 	<p>- Bookcase</p> 	<p>- Chair</p> 	<p>- Desk</p> 
<p>- Dresser</p> 	<p>- Mirror</p> 	<p>- Shower</p> 	<p>- Sofa</p> 
<p>- Table</p> 	<p>- Toilet</p> 	<p>- Armchair</p> 	<p>- Cabinets</p> 

➤ Brainstorming

- ✓ Think about the following questions and share the answer with the class.



- What types of house do you know?
- How are the houses different in each region of Ecuador?
- What materials are used to build a house in Ecuador?
- What are the conditions in which people live in Ecuador?

➤ Conceptualization

- ✓ See the power point presentation and listen to your teacher's explanation.
- ✓ Answer the following questions by looking at the power point presentation



- What house is bigger?
- What houses do you like the most? Why?
- ✓ Look at the following chart and listen to your teacher's explanation about the rules to form the comparative and superlative forms.

❖ Grammar: Comparative and Superlative Adjectives and Adverbs.

- Use comparative adjectives and adverbs to show how two things are different from each other.
- Use comparative adjectives and adverbs to compare three or more things.

	Comparative	Superlative
Adjectives	dark ➡ darker big ➡ bigger powerful ➡ more powerful than Ann's house is bigger than Freddy's house.	dark ➡ darkest big ➡ biggest popular ➡ the most popular The kitchen is the darkest room in the house.
Adverbs	fast ➡ faster slowly ➡ more slowly than My mother is faster than me.	fast ➡ fastest slowly ➡ the most slowly Teacher always speaks the most slowly

		he can.
Irregulars	good ➡ better bad ➡ worse far ➡ farther Esmeralda is farther than Guayaquil.	good ➡ best bad ➡ worst far ➡ farthest Cuenca's weather is the best of Ecuador.

(Goldstein and Jones, 2015)

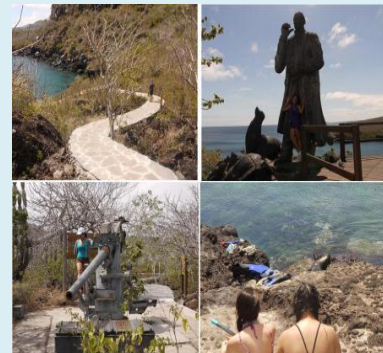
➤ Application



Read the text: San Cristobal: A Great Island to Visit. Highlight all the superlative adjectives you find in the text.

San Cristobal: A Great Island to Visit

San Cristobal Island is one of the oldest, and the fifth largest island in Galapagos with a total area of 558 km². Its main town is Puerto Baquerizo Moreno, the capital of the Galapagos Islands, which



is located south-west of the island. One of the first attractions is San Joaquin Mountain, the highest elevation with a high of 730 meters above sea level.

San Cristobal Island is the second in number of population of the archipelago. One of the most important airports is located on this island, and many visitors arrive and begin their tour in this place.

San Cristobal, also called Chatham Island, has a variety of hotels.

Each hotel room has a bedroom, a bathroom, a living room, and a



balcony with amazing views of the island. And the Island has, also, great restaurants and transportation.

San Cristobal Island has the largest lake in Galapagos freshwater.

This lake is called "El Junco" and has an almost circular shape. It has 300 m. wide and 6 m. deep. This place offers one of the most

incredible scenery of the island and is located in the mountains south of this island. In this lake you can enjoy Galapagos admiring some

birds such as gulls, blue – footed boobies and Galapagos finches.

Near the lake you can visit the “Galapaguera”, a sanctuary for giant tortoises Galapagos.

It is a long walk, so do not forget to bring enough food, water and

good shoes (translated and adapted from Isla San Cristobal en

Galapagos es un Exótico Lugar de Increible Belleza, n.d.)!

Read the text again and answer the following questions.

1. Which types of birds can you find near the lake “El Junco”?

2. How high is the San Joaquin Mountain?

3. What rooms do hotels have?

4. What is the “Galapaguera”?

Complete the sentences with the comparative adjectives or adverbs.

1. The Highlands houses are _____ (big) the Coast's.
2. The Rio Tomebamba runs _____ (fast) the Rio Guayas.
3. Climbing the mountains is _____ (exciting) surfing on the ocean.
4. My living room is _____ (good) your living room.
5. The Amazon region is _____ (wet) the Coastal region.

- ✓ Play **“Numbered Heads Together”**.
- ✓ With a partner, discuss about your own reality at home by comparing what they have there.

➤ **Reflection**

- ✓ Look at the power point presentation again and discuss about the reality of each region.

Write your opinion. What is the best region for you? Why?



Objective: At the end of the lesson, you will be able to:

- Identify and talk about household appliances and how to use them.
- Use modal verbs to give advice and to talk about your responsibilities and obligations at home.

Learning Cycle

➤ Experience

- ✓ Play the Game “Charades”.

List of vocabulary words for this lesson:

HOUSEHOLD APPLIANCES



<p>- Dishwasher</p> 	<p>- Hair Dryer</p> 	<p>- Lamp</p> 	<p>- Microwave</p> 
<p>- Refrigerator</p> 	<p>- Stove</p> 	<p>- Toaster</p> 	<p>- Vacuum Cleaner</p> 
<p>- Washing Machine</p> 	<p>- Alarm Clock</p> 	<p>- Iron</p> 	<p>- Oven</p> 



➤ Brainstorming

- ✓ Discuss about the ways they **should/shouldn't** be used at home, how you **have to** plug them in, and when you **must/must not** use them.

➤ Conceptualization

- ✓ Answer the following question:
 - What obligations do you have at home?
- ✓ Look at the following chart and listen to your teacher's explanation about how to use should (not), (not) have to, and must (not).



❖ Grammar: should (not), (not) have to, must (not)

<ul style="list-style-type: none"> ▪ Use “should not” for advice and recommendations. ▪ Use “have to” for responsibilities. ▪ Use “not have to” for things that are not required ▪ Use “must” for obligation. ▪ Use “must not” for prohibition. 	
Affirmative	Negative
You should wash dark clothes separately. She should look at the labels.	You shouldn't wash darker clothes with lighter ones. She shouldn't put it in a sunny room.
You have to choose the temperature first. It has to be cool.	You don't have to wash it by hand. It doesn't have to be cold.
You must use cold water. They must follow the directions.	You must not use hot water. They must not miss a step

(Goldstein and Jones, 2015)

When you have to use modals , you should know that there are many ways to do it. The following chart shows you how to use them correctly in different contexts and momentums in life.		
	Modals in the Present	Modals in the Past
Advice	You shouldn't mix clothes of different	You shouldn't have mixed clothes of different colors.

	colors.	
Obligation	You must stop when the traffic lights are red.	You had to stop.
Prohibition	You must not copy your homework.	You must not have copied your homework.
Responsibility	He has to do the dishes because I already cooked.	He had to do the dishes.
Things not required	You don't have to buy any tomatoes. There are plenty in the fridge.	You didn't have to buy tomatoes.

➤ Application



- ✓ Complete the following sentences using “MUST”, “HAVE TO” or “SHOULD. Add (A) if the sentence shows Advice, (R) if it shows Responsibility, (O) if it shows Obligation, (P) if it shows Prohibition, and (T) for Things not required.

1. You _____ put bananas in the fridge ()
2. You _____ plug off all the appliances while there is a storm. ()
3. My brother and I are in charge of the dinner. I cook and he _____ do the dishes. ()
4. He _____ clean up the house if he makes the bed. ()
5. You _____ play with water near a plug. It may start a fire. ()
6. You _____ get 10 in your exams if you want to play video games on vacation. ()

Circle the correct form of the sentences below.

1. I **have to** / **don't have to** vacuum the floor. It is too dirty.

2. When using the washing machine, we **should / shouldn't** mix clothes of different colors.
3. You **must / must not** copy your homework from internet.
4. We **don't have to / have to** cook dinner. We are going to a restaurant.
5. I **shouldn't / should** put bananas in the fridge, but I want to see what happen.
6. You **must / must not** mess up your uniform; otherwise, you will do the laundry.

Complete the sentences with the affirmative or negative of the words in parentheses.

1. We _____ (should / turn off) the lights while we go to bed if we want to save energy.
2. Mom _____ (have to / pay) the bill this month. Dad will do it.
3. I _____ (should / get) my bicycle fixed for tomorrow. The race is going to be next month.
4. Janneth and Mauricio _____ (have to / buy) a new fridge. Theirs is broke.
5. Mike _____ (must / learn) how to cook on the new kitchen he has got.

- ✓ Talk, in pairs, about your obligations at home. **Why you like, and why you don't like to do certain household chores.**

➤ Reflection

- ✓ With your partner, compare what you have to, and what you don't have to do at your homes.
Write advice for your classmate about chores in which he can help.



LESSONPLAN 3

“HOME, SWEET HOME”



Objective: At the end of the lesson, you will be able to:

- Ask for and offer help when you need it.

Learning Cycle

➤ Experience

- ✓ Play the Game “**Roundtable**”

➤ Brainstorming

- ✓ Think about the following questions and share the answers with the class:

- Do you prefer to live in a house or apartment? Why?
- Do you like to help at home? Why?
- What household chores do you do at home?



➤ Conceptualization

- ✓ Read the dialogue: I have to clean the house

I have to clean the house

Tim: Hey Tim. Are you going to the beach?

Iris: Yes, I am. What about you? You look a little bit worried. Is something wrong with your car? Would you like some help?

Tim: Yes, I would! I have to fix my car for that trip.

Iris: Ok. What can I do?

Tim: I should change the battery. Could you help me out?

Iris: No problem. I'll give you a hand.

Tim: Thanks. And can I ask you a favor?

Iris: Sure Tim.

Tim: Can you start the car so that I can check if the battery works correctly?

Iris: Ok.



➤ **Application**

Listen to your teacher and complete the conversation with the phrases from the box:



Can I ask you a favor? - Could you help me out? - Would you like some help? - I'll give you a hand

Cara is preparing a surprise birthday party for Kate but she needs some help from Josh.

Dialogue

Josh: Cara, how are you? Would you like to come to the movies tonight?

Cara: I'm sorry, but I can't. Don't you know that tomorrow is Kate's birthday? So I want to give her a surprise by throwing a great party, but I don't have time.

Josh: _____?

Cara: That'd be great. I'll buy some balloons and confetti, and you can help me out with the food and the music.

Josh: Ok. So, what we are waiting for.

Cara: I need to clean the entire salon, but it's too big.

Josh: No problem. _____.

Cara: Thank you so much.

Josh: Hey Cara. _____?

Cara: Sure.

Josh: I need to get a birthday present for Kate. _____?

Cara: Sure. Let's finish doing this and then shop for Kate.

- ✓ **Work with a partner and prepare a dialogue which includes the phrases used to ask for and offer help.**
- ✓ **Perform the dialogue in front of the class.**

➤ **Reflection**

- ✓ Think about the advantages and disadvantages of living in the countryside and city. What do you prefer?



Write an email describing your house. Use the comparative and superlative adjectives and adverbs, and the modals: should, have to, and must. Mention the furniture and household appliances learnt in this unit.

LESSON PLAN 4

“VISIONS OF THE FUTURE”

FUTURE AHEAD

Objective: At the end of the lesson, you will be able to:

- Recognize and describe computers and communication vocabulary to talk about technological advancements in the future.
- Use “will” and “won’t” to talk about the future technology inventions.

Learning Cycle

➤ Experience

- ✓ Play the Game “**Word Relay**”

List of vocabulary words for this lesson:

COMPUTERS AND COMMUNICATION



<p>- Flash Driver</p> 	<p>- Keyboard</p> 	<p>- Mouse</p> 	<p>- Printer</p> 
<p>- Smartphone</p> 	<p>- Tablet</p> 	<p>- Touch Pad</p> 	<p>- Wi – Fi</p> 

➤ Brainstorming



- ✓ Think about the following questions and share the answers with the class.
 - What technological items do you have today and your parents didn't?
 - How, do you think, technology will be in the future?

➤ Conceptualization

- ✓ Watch the video “**The Five Future Technology Inventions**”.



- ✓ Answer the following questions:
 - Do you think technology will be like the one in the video?
 - What technological items there will be?
 - What technological items there won't be?
 - How, do you think, technology will be in the future?
- ✓ Look at the following chart and listen to your teacher's explanation about how to use will, and will not (won't).

❖ Grammar: will and won't for predictions

<ul style="list-style-type: none"> ▪ Use will and won't to predict future events. 		
Wh- questions	Affirmative answers	Negative answers
What will my smartphone do in the future?	Perhaps it'll think like a human. They will be smaller.	It won't drive a car. They won't be bigger.
How will computers change ?		
Yes / No questions	Short answers	
Will my smartphone think like a human?	Yes, it will . Yes, they will .	No, it won't . No, they won't .
Will computers change ?		
Contractions: I will = I'll You will = You'll He will = He'll She will = She'll It will = It'll We will = We'll They will = They'll		

(Goldstein and Jones, 2015)

HOW SURE YOU ARE

The Adverbs of Probability show how certain or sure you are about something.			
Adverbs	%	Usage	Examples
Definitely	100	These adverbs of probability usually come in front of the main verb , but after am, is, are, was, were .	We will definitely have flying cars.
Certainly	90		Jacob is certainly very surprised about his new smartphone.
Probably	75		Smartphones won't probably need to charge the battery.
Maybe	50	These adverbs usually come at the beginning of the sentence.	Maybe computers will disappear.
Perhaps			Perhaps robots will do everything.

➤ Application

- ✓ Read the text: The Future of Technology. Highlight all the sentences containing “will” and “won’t”.



The Future of Technology

Cell Phones: Back and Now

Over 40 years ago, the first cellphone was invented. The company Motorola designed the first wireless electronic device able to make calls. It was called “the brick” because it was large and heavy, but revolutionary. Back then, the first cellphone was used only to make calls and cost almost \$4000.



Cellphones now are much smaller, and they are not only used to make calls. With touch screen technology, the new cellphones are called smartphones. They can take pictures in high definition, make calls, watch videos, play games, surf in the internet, serve as GPS, etc.



In the future, smartphones probably won't have any size, else they will be only a button with access to all the features smartphones have now. Perhaps those types of smartphones will use the hologram technology to make video calls or send any message. Maybe they will even think like humans! And definitely they will take the human decisions.

Read the article again. Circle the correct answers.

1. The first Cell Phone cost _____.
 - \$100 b. \$400 c. \$4000
2. The Brick was used only to _____.
 - listen to music b. make calls c. play games
3. The new smartphones have _____ technology.
 - hologram b. touch-screen c. smart
4. Today, smartphones are much _____ than the first cell phones.
 - smaller b. bigger c. larger

Form sentences by putting the words in the correct order.
Write “will” and “won’t” where corresponds.

1. will / use holograms / call / make / probably / a / phone / People / to / video / .

2. everything / Perhaps / robots / will / do / future / the / in / .

3. connection / certainly / free / will / Internet / be / .

4. be / Maybe / cars / will / there / flying / .

5. company / I'll / for / software / work / a / definitely / .

✓ **Discuss, in pairs, about how you think the future will be.**

➤ **Reflection**

✓ Talk about the advantages and disadvantages of technology. **Write your opinion about the following questions. Use definitely, certainly, probably, maybe, and perhaps.**



- Is it good for humans? Why?
- Is technology replacing humans at jobs? How?
- Do you want technology to continue developing? Why?

LESSON PLAN 5

“VISIONS OF THE FUTURE”

Objective: At the end of the lesson, you will be able to:

- Identify and use technology verbs to give instructions about how to use electronic devices.
- Use the first conditional to show result or possible results of the future.

Learning Cycle

➤ Experience

- ✓ In groups, try to guess what the following phrasal verbs mean according to the context given in the sentences. You cannot use a dictionary.

1. To see the bottom of the web page, **scroll down**. To go to the top, **scroll up**.
2. **Click on** the item you want.
3. To see more of the city on the map, **zoom out**. To look at your street, **zoom in**.
4. You can **sign into** your web page from any computer. Don't forget to **sign out** when you're done!
5. Do you **shut down** your computer at night?
6. **Turn on** your computer with the power button.
7. I **back up** my files every day.



➤ Brainstorming



- ✓ Think about the following questions and share the answers with the class.
 - Who wants to work with computers in the future? Why?
 - What would you like to do if you work in a computer company in the future?

➤ Conceptualization

- ✓ Watch the following grammar chart and listen to your teacher's explanation about the use of the first conditional.



❖ **Grammar: First Conditional with will (not), may (not), and might (not)**

Use the first conditional to show results or possible results of future actions. Use if and the simple present in the main clause and will (not), may (not), or might (not) and the base form of the verb in the result clause.

Statements

You'll **see** all of the choices **if** you **zoom out**.

If I **make** games, they **won't be** boring.

If I **ask** my parents, they **might get** it for me for my birthday.

I **may not get** to the Ztron 2100 **if** a newer model **comes** out.

Questions

What kind of games **will** you **make** **if** you're a designer? Action games

If I **beat** you, **will** you **do** my homework? Yes, I **will** / No, I **won't**.

Notice that the first conditional can go at the beginning or in the middle of the sentence. When **if** goes at the beginning of the sentence you have to put a **comma (,)** between the **main clause** and the **result clause**, but when **if** goes in the middle the comma is not necessary.

(Goldstein and Jones, 2015)

➤ **Application**

Circle the correct word.



1. If my smartphone **breaks** / **might break**, my parents **buys** / **might buy** me a new one.

2. You **won't** / **will** pass the course if you **don't** / **won't** study.

3. If you **win** / **will win** the lottery, what **you do** / **will you do**?

4. You **download** / **will download** the file if you **click on** / **might click on** that button.

5. **Won't** / **Don't** you fail the science course if you **miss** / **will miss** the last class?

6. They **don't** / **may not** travel if they **save** / **don't save** money.

✓ Play the game "**Bragging Rights**"

➤ **Reflection**



- ✓ With your partner talk about the use of technology in the future and write a paragraph about any technological invention. Make sure you use the first conditional.
-

A hand holding a glowing smartphone with various digital icons floating around it. The icons include a play button, a document, a magnifying glass, a speech bubble, a music note, a laptop, and a headset. The background is dark blue with a bokeh effect.

LESSON PLAN 6

“VISIONS OF THE FUTURE”

Objective: At the end of the lesson, you will be able to:

- Ask for and give instructions to use technology inventions.

Learning Cycle

➤ Experience

- ✓ Play the “**Four Corners**” activity.

➤ Brainstorming

- ✓ Share your opinions with the group about the topic you chose, and how you think it will be in the future.
- ✓ Prepare a short presentation for the class.



➤ Conceptualization

- ✓ Look at the graphic organizer, your teacher will make, about a smartphone. Pay attention to how the teacher does the graphic organizer and what aspects he considers to do it.



➤ Application



Listen to your teacher and complete the conversation with the phrases from the box:

you need to – all you have to – how do I – how does it work

Creating a Facebook Account

Kendra is telling her grandmother how to create a Facebook account.

Grandma: Hey Kendra how are you? Listen I want to create a Facebook account but I don't know how to do it. Can you help me out?

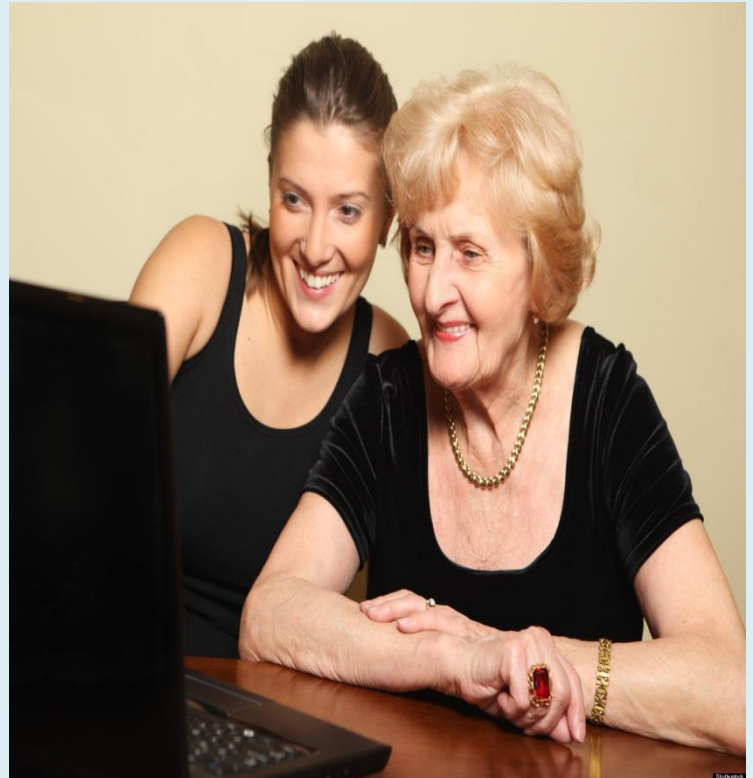
Kendra: Sure grandma.

Let's get started. Here is my computer. It's already on.

Grandma: Dear granddaughter

_____ go to internet?

Kendra: First, _____ click on the internet icon at the bottom of the screen.



Grandma: Like this?

Kendra: Yes. That's it. See... you have already entered to internet. Now, click on Google search tab and write Facebook.

Grandma: Ok. Now what?

Kendra: Click on the first Facebook option you have on the screen.

Grandma: Ok. That's easy.

Kendra: Now _____ do is click on the "Register" option and fill in the blanks with your personal information.

Grandma: I see. Now, _____?

Kendra: Now you have to look for friends and that's it.

- ✓ In groups prepare a graphic organizer about the item you chose in the "four corners" activity.
- ✓ Present the graphic organizer to the class.

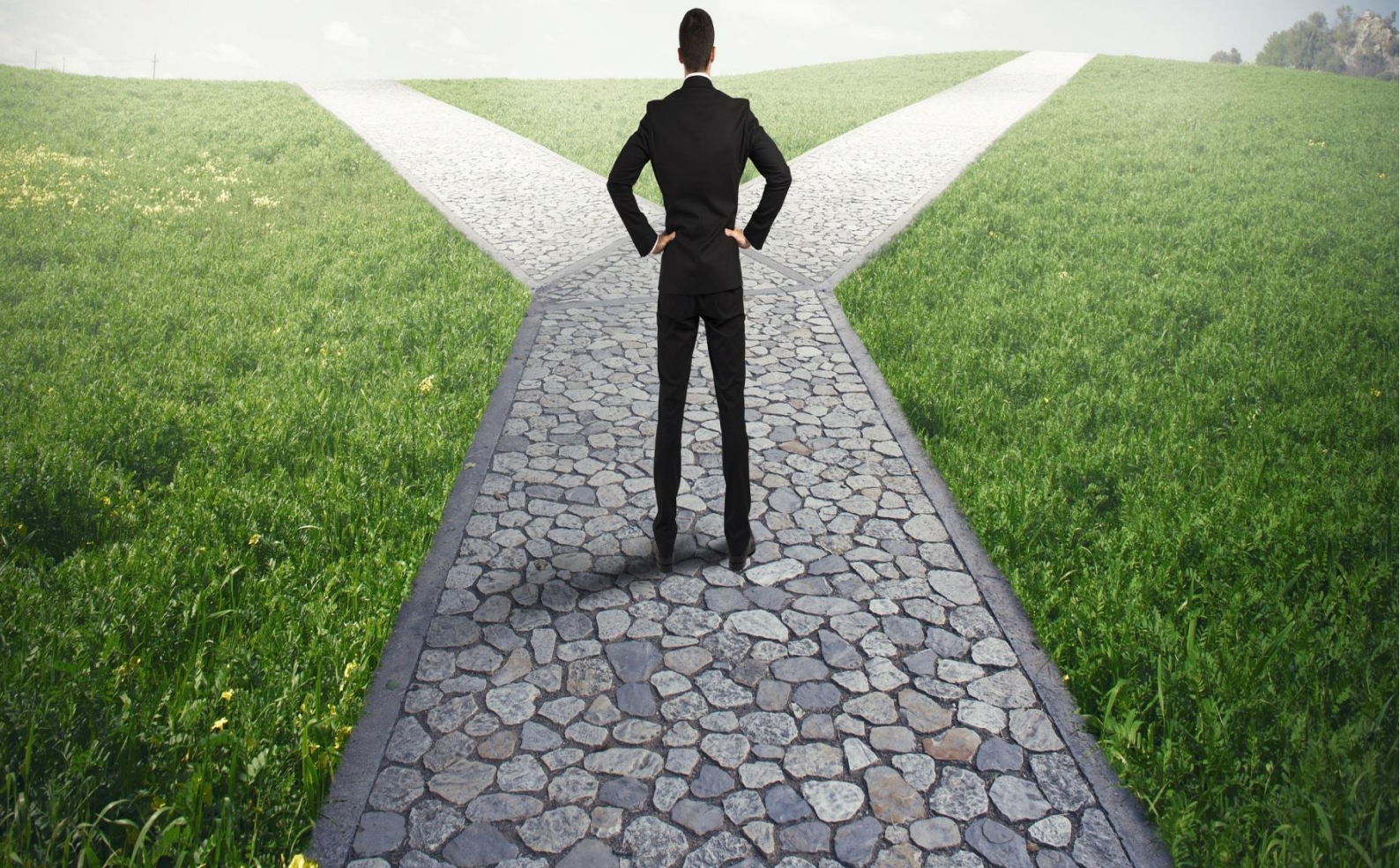
➤ Reflection

Write a paragraph expressing your opinion about how different TVs and Cell Phones are from now and before. How necessary they will be in the future?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

LESSON PLAN 7

“THE CHOICES WE MAKE”



Objective: At the end of the lesson, you will be able to:

- Talk about life events happening in your community.
- Use “be going to” and “will” to talk about planned and unplanned decisions you will make in the future.

Learning Cycle









➤ Experience

- ✓ Look at the **“Picture Strip Story”** presented by the teacher in a power point presentation and try to guess what is going to happen.



List of vocabulary words for this lesson:

LIFE EVENT

<p>- Be born</p> 	<p>- Go to school</p> 	<p>- Get married</p> 	<p>- Have children</p> 
<p>- Retire</p> 	<p>- Finish college</p> 	<p>- Get a job</p> 	<p>- Take a year off</p> 

➤ Brainstorming



- ✓ Talk about your plans for the future.



- What are you going to do when you finish school?
- Are you planning to get married? Why? When?

- Are you planning to have children? When? How many?

➤ Conceptualization

- ✓ Share with the teacher the problem you found in the story.
- ✓ With your teacher do the following things:
 - Describe the situation.
 - Identify the problem.
 - Relate the problem to their situation.
 - Analyse the reasons or the causes for the problem, and
 - Look for a solution to the problem.
- ✓ Look at the chart and see how “be going to” and “will” is used to talk about the future.



❖ Grammar: “be going to” and “will”

Use “be going to” to talk about plans in the future. Use will to talk about predictions and unplanned decisions.	
Be going to	Will
Wh – questions and answers	
What are you going to do? I’m going to study agriculture. I’m not going to study history.	Where will he live ? He’ll live in the outback He won’t live in Sydney.
Yes/No questions and answers	
Is he going to study history? Yes, he is . / No, he isn’t .	Will you stay here? Yes, I will . / No, I won’t .

(Goldstein and Jones, 2015)

➤ Application

Read the text: My Future Plans and Expectations. Highlight all the sentences containing “will” and “be going to”.



“My Future Plans and Expectations”

I often wonder about my future as I am about to finish Secondary School.

The number one question on my mind is which profession should I choose? I want a profession that will satisfy me, challenge me, and bring me joy. I



believe that a job should be like a hobby. I want to love my work.

First of all, As soon as I finish Secondary School, I will take the first important exam of my life - the final graduation exam. I will be tested in four different subjects: the English and German languages, biology, and chemistry. After my graduation, I will study at the Medical University to become a doctor.

But now, I am focusing my attention on finishing my studies. Also, before I have a family, I would like to travel overseas. I want to see countries like Japan, Finland and travel through the African continent. After I finish my education and travels, I plan to get married and have a family. I would like to live with my future family in a quiet, natural countryside setting (Anonymous, 2013)

Read the article again and answer the following questions:

1. Will the students be tested in French?

2. What will he do after his graduation?

3. Does he want to travel and visit other countries?

Complete the questions with “be going to” or “will”. Then, answer the questions with your own information.

1. When _____ you finish school?

2. When _____ you get your driver’s licence?

3. Where _____ you live in ten years?

4. _____ your friend _____ go to college with you?

5. _____ you _____ get married soon?

Match the questions with the answers.

1. ____ Are you going out?
2. ____ Where are you going Martha?
3. ____ What language are you going to study?
4. ____ Are Tom and Rita getting married next month?
5. ____ When will you travel to U.S.A?
6. ____ What are you going to do this afternoon?

- g. No, they’re not.
- h. I’ll go to the cinema.
- i. I’m going to pay the bills.
- j. We’ll be there by July.
- k. Yes, I am. I will buy a smartphone.
- l. I’ll definitely study English.

- ✓ In pairs, elaborate a time line about the plans of your classmate.

➤ **Reflection**

- ✓ Reflect about the life events you have lived.

- What will happen in your future lives? **Write about situations in life that don't happen as we plan it.**

A man with short brown hair and a light beard, wearing a light blue polo shirt and a black lanyard, is smiling at the camera. He is holding two metal cans and is about to put them into a large cardboard box. In the background, several children in light blue shirts are also sorting through boxes. The scene is outdoors in a park with trees and grass.

LESSON PLAN 8

“THE CHOICES WE MAKE”

Objective: At the end of the lesson, you will be able to:

- Identify containers and materials to re-use them to protect the environment.
- Use Present Continuous and Simple present to talk about your plans when finishing school.

Learning Cycle

➤ Experience

- ✓ Play the Game “Roundtable”

List of vocabulary words for this lesson

CONTAINERS AND MATERIALS



<p>- Cardboard box</p> 	<p>- Cloth bag</p> 	<p>- Glass bottle</p> 	<p>- Glass jar</p> 
<p>- Metal can</p> 	<p>- Paper bag</p> 	<p>- Plastic bottle</p> 	<p>- Plastic carton</p> 

➤ Brainstorming



- ✓ Think about the following questions and share the answers with the class.



- What are you doing after finishing school?
- Are you taking a year off? Why? Why not?

- Are you traveling somewhere? Where?

➤ Conceptualization

- ✓ Imagine you are taking a year off after finishing school.



- What are you doing during this year?

❖ Grammar: Present Continuous and Simple Present for future.

As with be going to, use the present continuous to talk about future plans. Use the Simple present to talk about scheduled future events.	
Present Continuous	Simple Present
Wh – questions and answers	
Why is she going there? She's taking a year off. She's not travelling .	When does she start the project? She starts next week. She doesn't start tomorrow.
Yes/No questions and answers	
Are they helping the turtles? Yes, they are . / No, they aren't .	Does class start in five minutes? Yes, it does . / No, it doesn't .

(Goldstein and Jones, 2015)

➤ Application

Write sentences using the words given. Use the Present

Continuous or Simple Present.



1. I / go / to the cinema / tonight

2. The new TV show / start / on June 15

3. The drugstore / close / at 10:00 p. m. tonight

4. Janneth and Mauricio / get married / in November

Complete the sentences with the present continuous or simple present.

1. She _____ a new fridge. (buy)
2. The Olympic Games _____ on September 3. (end)
3. The Latin Grammys _____ at 8:00 p.m. (start)
4. When _____ you _____ for Chicago? (leave)
5. He _____ next month. (not get married)

- ✓ Form groups of four and complete a speaking activity. Listen to the teacher for the instructions.

➤ **Reflection**

- ✓ Talk about the advantages and disadvantages of taking a year off.



- Is it good for students? Why?
- Is it necessary? Why?

Write a paragraph describing your future plans and expectations for your life.

A close-up photograph of several computer keyboard keys. A green key with the word 'Agree' in white is prominent in the upper left. Below it, a red key with the word 'Disagree' in white is also prominent. Other white keys are visible in the background, some with black characters like 'J' and 'D'. The text 'LESSON PLAN 9' is overlaid in blue, 3D-style capital letters across the middle of the image.

LESSON PLAN 9

“THE CHOICES WE MAKE”

Disagree

Objective: At the end of the lesson, you will be able to:

- Agree or disagree when talking about the best jobs and careers.

Learning Cycle

➤ Experience

- ✓ Play the Game “**Charades**”

➤ Brainstorming

- ✓ Think about the following questions and share the answer with the class.

- What do you think is the best career? Why?
- What are the best jobs? Why?



➤ Conceptualization

- ✓ Answer the following question:
 - What are the most important aspects to consider when choosing a career?



➤ Application

Listen to your teacher and complete the conversation with the phrases from the box:



Absolutely! - I disagree - I suppose you're right - Maybe, but I think

Katie and Lenny are talking about what they are going to do after graduation.

I'm going to get a degree

Katie: I'm so happy we are finishing school. I have been waiting this moment for years. What are you going to do after graduation?

Lenny: I don't know. I want to go to college but I'm not sure about what is the best career for me?

Katie: You have to choose something you like. I think people have to do what they love so that they can do it the best possible.

Lenny: _____ we should also consider how well paid is the job. You know, money is important, too.

Katie: _____ I think money is not as important as happiness.

Lenny: _____ So, what career did you chose?

Katie: Nursery. I love taking care of people who are in need. I think the best part of being a nurse is helping people.

Lenny: _____

- ✓ Prepare a piece of paper with the career you think is the best, and the reasons why you think it is the best.
- ✓ With your partner, talk about the career you chose. See if your classmate agrees with you or not.
- ✓ Complete the “information gap” activity given by the teacher.

➤ **Reflection**

- ✓ Reflect about how important is volunteering.
 - Would you like to do it? What would you like to do?



Write an application letter for university or for a volunteer job. Explain why you are choosing certain activity and what your goals for future are.

LESSON PLAN 10

WATCH OUT!



Objective: At the end of the lesson, you will be able to:

- Use accidents and injury verbs to describe accidents you have suffered.
- Use the Present Perfect to talk about accidents and injuries you have suffered in an indefinite time in the past.

Learning Cycle

➤ Experience

- ✓ Play the Game “Hot Seat”

List of vocabulary words for this lesson:



ACCIDENT AND INJURY VERBS

- Bang



- Break



- Burn



- Crash



- Cut



- Slip



- Sprain



- Trip





➤ Brainstorming

- ✓ Talk about sports or dangerous situations for people. What activities can cause accidents?



➤ Conceptualization

- ✓ Watch the power point presentation with flashcards and sentences expressing the meaning of some verbs related to accidents and injuries.
- ✓ Answer the question:
 - What accidents have you suffered?



❖ Grammar: Present Perfect statement with regular and irregular verbs.

<ul style="list-style-type: none"> Use the present perfect to talk about experiences that happened at an indefinite time in the past. Use has/have + the past participle to form the present perfect. 		
	Affirmative Statements	Negative Statements
Regular Verbs	Liv has slipped on the ice many times. Most snowboard injuries have happened to people under 30.	Kyle hasn't burned his hand in years. Eva's never burned her hand. They haven't crashed a car before.
Irregular Verbs	Martin has broken his arm twice. Teens have had more crashes than any other age group.	Julia hasn't cut her finger before. Teens haven't worn helmets. We've never seen an accident.
Contractions: has = it's they = they've		

(Goldstein and Jones, 2015)

➤ Application

- ✓ Read the text: Taking the Risk. Highlight all the sentences containing the present perfect structure.



Taking the Risk

Sports World magazine recently spoke with Jenny Adams, Tom Barker, and Ray Lee about risky sports.

SW: Hang gliding is a dangerous sport, Jenny.

What do you enjoy about it, and have you ever had an accident?

Jenny: No, I've never been hurt. Maybe I've been lucky. Sometimes the wind can be too strong. Once, my glider turned upside down and I almost crashed, but I parachuted away just in time. Actually, I've always felt that hang gliding is very safe. And it is amazing to be able to fly like a bird.



SW: Tom you've been mountain climbing for years now. What are some of the dangers you've experienced?

Tom: When you're high up on the mountain, the conditions are hard on the human body. The air is thin, and you get tired. I've lived through storms and bad weather. But I like the challenge and I like overcoming danger. That's why I do it.



SW: Ray, have you ever experienced any dangerous while scuba diving?

Ray: Luckily, I haven't. But people can get the bends if they come up too quickly from deep under water. Bubbles form in the blood.



The bends can be serious, and can even cause death. But the condition is rare. Diving isn't really that dangerous. And the great thing is that it lets you explore another world.

(Richards, Hull & Proctor, 2005)

- ✓ **Read the interviews again. Then complete the chart.**

	Sport	What they enjoy	The danger
Jenny			
Tom			
Ray			

- ✓ **Complete the sentences with the present perfect. Use the correct form of the verbs in parenthesis.**

1. I _____ (not break) any leg before.
2. My uncle _____ (paint) many houses.
3. I _____ (work) as a chef in a restaurant for many years.
4. My wife _____ (watch) "The Big Bang Theory" since it stated.
5. I _____ never _____ (write) a blog before.
6. My family _____ (live) in Cuenca since 1920.
7. My son _____ (learn) how to make a cake.

- ✓ **Work, in pairs, in the "dictogloss" activity. Listen to your teacher and try to reconstruct the text.**

- ✓ Work with a partner. Choose 3 accidents: one that you have truly suffered and 2 false accidents that you have never had before. Your partner has to say which is true and which is false.

➤ **Reflection**

- ✓ Tell your partner any accident or injury you or a relative has had. What have you done to prevent an accident?



Write a paragraph about your favourite sport and the accidents it can cause.

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ANNEXES

ANNEX 1: Language Games and Group Exercises

HOT SEAT

- Break the class into 2 teams.
- The teacher will place a chair next to the board, facing the class as it is the “hot seat”.
- He will set a timer between 30 seconds to 1 minute.
- Each student is going to rotate turns sitting on the “hot seat”.
- The teacher will write a vocabulary word behind the students who is in the “hot seat”.
- The team of the student seated on the “hot seat” has to give him some clues about the word written on the whiteboard in order for him to elicit the written word.
- The student seated has 30s to 1 min. to guess the word.
- Both teams can only speak English. If you speak your native tongue, the teacher will erase a point from your score (adapted from Cook, 2013).

NUMBERED HEADS TOGETHER

- The teacher has to ask the students to form 4 groups of 10.
- Then, the teacher will give to each member of the group a piece of paper containing the numbered adjectives.
- Discuss about how to form comparative and superlative of the adjectives you received.
- The teacher will say a number, and the person, who has got that number, has to tell some sentences using the adjective as a Comparative, and then, as a Superlative.
- Only the student who has the adjective has to answer (adapted from Peace Corps, 1992).

CHARADES

- Break the class into 2 teams.
- The teacher will give each team some pieces of paper.
- Each group has to write down some ideas for the opposing team to act out. You can write some hard clues to elicit the words given. The majority of the words written down must be related to household appliances.
- Each team must have a hat with a bunch of vocabulary words or clues written down on the pieces of papers received.
- Place the hat in front of the opposing team.
- A player from the starting team should stand up, take a piece of paper from the hat, and **perform / act out / mime** the vocabulary word. The team has 30 seconds to elicit the word acted out by their teammate. If the group elicits the word correctly, it earns a point.
- After the students have guessed the word, the next team starts (adapted from Cook, 2013).

ROUNDTABLE

- Form 4 groups of 10.
- The teacher will set a timer from 1 to 2 minutes.
- He will give each group a piece of paper.
- Write down as many household appliances and furniture as you remember from previous classes.
- Take turns writing the words. The first student writes one response, and passes the paper to the left.
- It continues passing the paper around the group until time elapses.
- The group stops when time is called.
- The winning group will be that one which has more vocabulary words written correctly (adapted from Srinivas, n.d).

WORD RELAY

- Break the class into 2 teams.
- The teacher will ask to one member of each team to come to the front.
- He will divide the whiteboard in two, and will write a word related to computers and communication on each side.
- The first student has to write a word that begins with the last letter of the previous word written by the teacher. For example: cellphonee, earphonee, emaili ... until every student from a particular team has written a word.
- The group who finishes first, wins (adapted from Cook, 2013).

BRAGGING RIGHTS

- Break the class into 2 teams.
- Work with your team and create a funny short paragraph using the first conditional. It is important for you to **show off / presume** about something in your sentences in order to make it funny.
- One student of each group has to come to the front and say his bragging right.
- The group with the funniest or most creative paragraph wins (adapted from Cook, 2013).

FOUR CORNERS

- The teacher will give each corner of the classroom a topic.
- He will assign an item to each corner of the class. In this case, it may be used the following topics: TV (1), Tablet (2), Cell phone (3), and Vehicle (4).
- Choose one topic or corner according to the future expectations you have towards that item.
- The students have to form the groups according to the topic chosen. It is important to say that there is no limited number of students for each group (adapted from Peace Corps, 1992).

ANNEX 2: Assessing Written and Oral Skills
STORY RETELLING RUBRIC

Teacher Name: _____ **Student Name:** _____

CATEGORY	4	3	2	1
Sequence	Retells story in correct sequence leaving out no important parts of story.	Retells story in sequence with 2-3 omissions.	Retells story with several omissions, but maintains sequence of those told.	Retells story out of sequence.
Setting	Lots of vivid, descriptive words are used to tell the audience when and where the story takes place.	Some vivid, descriptive words are used to tell the audience when and where the story takes place.	The audience can figure out when and where the story took place, but there isn't much detail (e.g., once upon a time in a land far, far away).	The audience has trouble telling when and where the story takes place.
Vocabulary	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	Uses a varied vocabulary that is occasionally a little too simple or a little too hard for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.
Characters	The main characters are named and clearly described (through words and/or actions). The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described (through words and/or actions). The audience has a fairly good idea of what the characters look like.	The main characters are named. The audience knows very little about the main characters.	It is hard to tell who the main characters are.
Knows the Story	The storyteller knows the story well and has obviously practiced telling the story several times. There is no need for notes and the speaker speaks with confidence.	The storyteller knows the story pretty well and has practiced telling the story once or twice. May need notes once or twice,	The storyteller knows some of the story, but did not appear to have practiced. May need notes 3-4 times, and the speaker	The storyteller could not tell the story without using notes.

		but the speaker is relatively confident.	appears ill-at-ease.	
Voice	Always speaks loudly, slowly and clearly. Is easily understood by all audience members all the time	Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding.	Speaks too softly or mumbles. The audience often has trouble understanding.

(Created in rubistar.4teachers.org)

ORAL INTERVIEW RUBRIC

Teacher Name: _____ Student Name: _____

CATEGORY	4	3	2	1
Setting Up the Interview	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.	The student asked permission to set up a time for the interview, but needed reminders to introduce himself and to tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.
Politeness	Student never interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed, but forgot to thank the person.	Several times, the student interrupted or hurried the person being interviewed AND forgot to thank the person.
Preparation	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
Follow-up Questions	The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.	The student asked a couple of follow-up questions based on what s/he thought the person said.	The student did not ask any follow-up questions based on what the person said.
Knowledge Gained	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to	Student can accurately answer a few questions about the person who	Student can accurately answer a few questions about the person who	Student cannot accurately answer questions about the person who

	the material being studied in class.	was interviewed and can tell how this interview relates to the material being studied in class.	was interviewed.	was interviewed.
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(Created in rubistar.4teachers.org)

WRITING SAMPLE RUBRIC

Teacher Name: _____ Student Name: _____

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.